

Vol. VII

JUNE, 1921

No. 2

BULLETIN

OF THE

State Normal School
for Women
Fredericksburg, Va.



TENTH ANNUAL CATALOGUE

Catalogue 1920-1921

Announcements 1921-1922

Published Quarterly in January, April, June and October

Eleventh Session Begins September 13, 1921

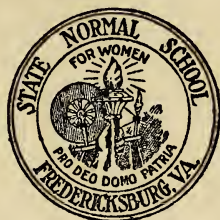
Entered as second-class matter April 12, 1915, at the Post Office at
Fredericksburg, Va., under the Act of August 24, 1912



TENTH ANNUAL CATALOGUE


State Normal School for Women

Fredericksburg, Virginia



CATALOGUE FOR 1920-1921
ANNOUNCEMENTS FOR 1921-1922

Session Opens September 13, 1921
Session Closes June 5, 1922



Digitized by the Internet Archive
in 2012 with funding from
LYRASIS Members and Sloan Foundation

<http://archive.org/details/bulletinofstaten72univ>

Contents

	PAGE
Alumnæ Service Bureau.....	30
Application for Admission.....	112
Athletic Field	28
Athletic Trophy	29
Athletics	28
Basket-Ball, Tennis, etc.....	29
Buildings	24-25
Business and Home Departments.....	14
Calendar	6-7
City of Fredericksburg.....	23
Commencement	40
Courses of Study.....	47-50
Courses of Study for Session 1921-1922.....	55-60
Commercial Education	94-97
Day Students	38
Degree Courses	50
Departments of Instructions.....	63-97
Discipline	41
Drawing	99-100
Education	63-70
English	70-72
Entrance Credits and Classification.....	51-52
Employment Scholarships	39-40
Expenses	45-47
Excursions	33
Extension Bureau	30
Faculty	9-13, 30
Faculty Committees for 1920-1921.....	15-16
Fredericksburg Elementary Training School.....	17-18
French	83-84
Fine and Industrial Arts.....	86-89
Former Graduates	105-111
Geography	79-81
Gymnasium	27
Health of Students.....	37-38
History of School.....	19
Home Economics	84-86
Home Life	40
History	78-79
Household Arts	96-98
Instrumental Music	30
Industrial Arts	99-100
Latin	81-83
Lectures and Entertainments.....	33-35
Library	27
Literary Societies	40
Location	22
Lyceum Course	41
Mail Service	31
Mathematics	73-75

	PAGE
Moving Pictures	41
Music	89-91
Normal School Board	8
Offices Held by Students	42-43
Place of a Normal School in a Scheme of Education	19-22
Positions for Students	44
Health Education	91-94
Quarter Basis	53
Records and Reports	53
Rural Arts	76-77
Rural High-School Contests	29
Rural School Observation	33
Religious Life of Students	35
Register of Students for 1920-1921	99-104
Selection of Work	53
Seniors	98
Special Notes on Course of Study	61-62
Special Courses	50
Special Scholarships	38-39
State Scholarships	38
School Equipment	25-26
Student Loan Fund	39
Student Aid Fund	39
Student Government	42
Students' Dresses	43
Students' Pledge	43
Significant Improvements for 1921-1922	45
Summer Quarter	54
Science	75-76
Teacher's Creed	5
Text-Books	31
Training School Facilities	31-33
Visitors	43
Word to Superintendents and Trustees	44
Writing	72-73
Young Women's Christian Association	35-37

A Teacher's Creed

I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap.

I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching and in the joy of serving others.

I believe in wisdom as revealed in human lives, as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely.

I believe in beauty in the schoolroom, in the home, in daily life, and in out of doors.

I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on.

I believe that every hour of every day we receive a just reward for all we are and all we do.

I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. Amen.

EDWIN OSGOOD GROVER.

CALENDAR

1921

JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	..	..	..	1	..	..	..	..	..	1	2
2	3	4	5	6	7	8	3	4	5	6	7	8	9
9	10	11	12	13	14	15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	17	18	19	20	21	22	23
23	24	25	26	27	28	29	24	25	26	27	28	29	30
30	31	..	..	..	..	..	31	..	..	..	..	..	..

FEBRUARY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	1	2	3	4	5	..	1	2	3	4	5	6
6	7	8	9	10	11	12	7	8	9	10	11	12	13
13	14	15	16	17	18	19	14	15	16	17	18	19	20
20	21	22	23	24	25	26	21	22	23	24	25	26	27
27	28	..	..	..	..	..	28	29	30	31	..	..	..

MARCH							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	1	2	3	4	5	..	..	..	..	1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30	31	..	..	25	26	27	28	29	30	..

APRIL							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	..	..	1	2	..	..	..	..	..	1	..
3	4	5	6	7	8	9	2	3	4	5	6	7	8
10	11	12	13	14	15	16	9	10	11	12	13	14	15
17	18	19	20	21	22	23	16	17	18	19	20	21	22
24	25	26	27	28	29	30	23	24	25	26	27	28	29
..	..	..	..	..	..	..	30	31	..	..	..	..	..

MAY							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	..	..	1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30	31	..	..	..	..	27	28	29	30	..	..	..

JUNE							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	1	2	3	4	..	..	..	..	1	2	3
5	6	7	8	9	10	11	4	5	6	7	8	9	10
12	13	14	15	16	17	18	11	12	13	14	15	16	17
19	20	21	22	23	24	25	18	19	20	21	22	23	24
26	27	28	29	30	..	..	25	26	27	28	29	30	31
..

1922

JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	..	..	..	..	..	..	1
8	9	10	11	12	13	14	2	3	4	5	6	7	8
15	16	17	18	19	20	21	9	10	11	12	13	14	15
22	23	24	25	26	27	28	16	17	18	19	20	21	22
29	30	31	..	..	..	..	23	24	25	26	27	28	29
..	..	..	..	..	..	..	30	31	..	..	..	..	..

FEBRUARY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	1	2	3	4	..	..	1	2	3	4	5
5	6	7	8	9	10	11	6	7	8	9	10	11	12
12	13	14	15	16	17	18	13	14	15	16	17	18	19
19	20	21	22	23	24	25	20	21	22	23	24	25	26
26	27	28	..	..	..	..	27	28	29	30	31	..	..

MARCH							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	1	2	3	4	..	..	..	..	..	1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31	..	24	25	26	27	28	29	30

APRIL							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	..	..	1	..	1	2	3	4	5	6	7
2	3	4	5	6	7	8	8	9	10	11	12	13	14
9	10	11	12	13	14	15	15	16	17	18	19	20	21
16	17	18	19	20	21	22	22	23	24	25	26	27	28
23	24	25	26	27	28	29	29	30	31	..	..	..	..
30	..	..	..	..	..	..	..	..	..	..	..	..	..

MAY							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	..	..	1	2	3	4	..
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30	31	..	..	..	26	27	28	29	30	..	..

JUNE							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	1	2	3	4	..	..	..	..	1	2	..
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	..	..	24	25	26	27	28	29	30
..	..	..	..	..	..	..	31	..	..	..	..	..	..

NOTES

No reduction is made in board for temporary absence from the School. Absence due to sickness and extending over a week will be credited on board bill. Full credit is allowed for Christmas holiday, but no credit is allowed for other holidays.

Virginia Normal School Board

V. R. SHACKELFORD, *President*, Orange, Va.
R. S. CHAMBERLAYNE, JR., Phenix, Va.
E. O. LARRICK, Middletown, Va.
GEO. L. TAYLOR, Big Stone Gap, Va.
ALFRED G. PRESTON, Amsterdam, Va.
DR. J. M. DEJARNETTE, Fredericksburg, Va.
S. JAS. TURLINGTON, Accomac, Va.
Miss BELLE WEBB, Prince George, Va.
D. D. HULL, JR., Roanoke, Va.
MERRITT T. COOKE, 423 W. Bute St., Norfolk, Va.
W. C. LOCKER, 805 E. Marshall St., Richmond, Va.
GEORGE M. WARREN, Bristol, Va.
Gov. WESTMORELAND DAVIS, *Ex-Officio*.
HARRIS HART, *Superintendent Public Instruction*, Richmond, Va.
ROBERT T. BROCK, *Secretary-Auditor*, Farmville, Va.

EXECUTIVE COMMITTEE

MESSRS. SHACKELFORD, HULL, TAYLOR, CHAMBERLAYNE,
LOCKER, AND HART

FINANCE COMMITTEE

MESSRS. PRESTON, CHAMBERLAYNE, AND DEJARNETTE

INSURANCE COMMITTEE

D. D. HULL

FACULTY

Session 1920-21

The order of names has no special significance.

A. B. CHANDLER, JR., B. A., M. A.

PRESIDENT

Preparatory Education in Virginia Midland and Bowling Green Academies; B. A. and M. A., University of Virginia; Teacher in Locust Dale Academy; Miss Ellett's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of *News-Leader*; Dean Fredericksburg State Normal School, 1911-1919; Co-Editor *Virginia Journal of Education*, 1918-1919; President Fredericksburg State Normal, May, 1919—.

BUNYAN Y. TYNER, B. A., M. A.

EDUCATION

Preparatory Education in Buies Creek Academy and Business College, North Carolina; B. A., Wake Forest College; M. A., Columbia University, with Special Diploma in Education, Teachers' College; Teacher in Public Schools of North Carolina; Instructor in Buies Creek Academy Summer School; Principal the Wingate High School of North Carolina; Graduate Student, Teachers' College, Columbia University, Summer Session, 1919; Fredericksburg State Normal School, 1912—.

W. N. HAMLET, C. E.

MATHEMATICS AND SCIENCE

Educated in Public Schools of Lynchburg; C. E. of V. M. I.; Special Courses in Science and Mathematics at University of Virginia and Cornell; Principal of Public High Schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va., and Head of Science Department in same; Professor of Analytical Chemistry in Department of Pharmacy, Medical College, Richmond, Va.; Director Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.; Fredericksburg State Normal School, 1911—.

WALTER JORSENSEN YOUNG, A. B., A. M., Ph. D.

BIOLOGY, GEOGRAPHY, EDUCATION

A. B., Richmond College, 1907; A. M., 1910; Ph. D., 1911, University of Pennsylvania; Graduate Student, Summer Session, Columbia University, 1911; Summer Session, University of Pennsylvania School of Education, 1913; Professor of Biology, Psychology and Philosophy,

Hampden-Sidney College, Virginia, 1911-13; Professor of Philosophy and Education, Richmond College, Va., 1913-18; Supervisor of City Schools, Suffolk, Va., 1918-19; Professor of Education, Summer Session, Harrisonburg State Normal School, 1918; Principal of Summer School, Suffolk, Va., 1919; Fredericksburg State Normal School, 1919—.

ROY S. COOK, B. S., M. S.

ASSISTANT IN SCIENCE AND MATHEMATICS

Preparatory Education at Miller School, Miller School, Va.; B. S. and M. S., University of Virginia; Instructor in Science and Mathematics, Charlottesville High School; Principal of High School, Accomac, Va.; Fredericksburg State Normal School, 1916-1918; With A. E. F., 9918-1919; Fredericksburg State Normal School, 1919—.

J. H. CHILES

ASSISTANT IN MATHEMATICS

Preparatory Education in Public and Private Schools of Virginia; Graduate of V. M. I.; Teacher in Private Schools of Arkansas and Virginia; Associate President of Tennessee Female College, Franklin, Tennessee; Principal of Somerset High School, Virginia; Division Superintendent of Schools, Spotsylvania County, Virginia; Vice-President S. T. A., District A, 1920—; Fredericksburg State Normal School, 1917—.

ETHEL I. SUMMY, A. B., M. A.

ELEMENTARY SUPERVISOR

Graduate City Normal School, Washington, D. C.; A. B. and M. A., George Washington University; Graduate Student Teachers' College, Columbia University, 1918-19; Assistant in Nature Study and Gardening, Wilson Normal School, Washington, D. C.; Primary Demonstration Teacher, University of Tennessee Summer School, 1917; Instructor in Education, University of Virginia Summer School 1918-19-20; Institute Work in Maryland and Virginia; Elementary Supervisor Fredericksburg Normal School, 1920—.

CAROL MARIE DAVIS, B. S., M. A.

HEAD HOME ECONOMICS DEPARTMENT

Graduate of Flint Central High School, Flint, Mich.; B. S. Michigan Agricultural College; Teacher Households, Elementary Schools, Burket, Indiana and Flint, Mich.; M. A. Teachers' College, Columbia University; Head of Household Arts Department, Fredericksburg State Normal School, 1920.

GRACE K. TANNER, A. B.

ASSISTANT IN HOUSEHOLD ARTS

A. B., Fredericksburg College, 1914; Graduate Fredericksburg State Normal, 1915; Teacher Household Arts, Cape Charles High School, 1915-16; Special Student Household Arts, Teachers' College, Summer 1917; Ind. Arts Graduate, Fredericksburg Normal, 1918; University of Virginia S. S., 1918; Assistant Household Arts, Fredericksburg State Normal, 1916—.

EULA D. ATKINSON

RURAL ARTS

Graduate State Normal School, Florence, Ala.; Teachers' College, Columbia University; Chicago University Summer School; Supervisor of Training School of State Normal School, Jacksonville, Ala.; Supervisor of Rural Schools, Calhoun County, Alabama; Department of Rural Schools, Illinois Normal University, Normal, Ill.; Department of Rural Schools, Salem College, Salem, W. Va.; Peabody Summer School, 1919; Fredericksburg State Normal School, 1914—.

CHARLOTTE ROSS PEOPLES, A. B.

ENGLISH

Graduate of the Central Michigan Normal, and A. B. of the University of Michigan; experience in the Public Schools of Michigan; Instructor in English and History and Principal of the High School, Mancelona, Mich.; Principal of the Benzie County Normal, Frankfort, Mich.; Fredericksburg State Normal School, 1914—.

ETHEL A. BELDEN, B. S.

HEAD COMMERCIAL TEACHER-TRAINING DEPARTMENT

Graduate Northfield Seminary and Bay Path Institute; Student Oberlin College two years; B. S. Teachers' College, Columbia University; Simmons College and Columbia University Summer Schools; Head of the Commercial Department Simsbury, Ct., High School; Flemington, N. J. High School; Princeton, N. J. High School; Reconstruction Aide, Medical Department, U. S. A.; Head Commercial Teacher-training Department Fredericksburg State Normal School, 1920—.

GERTRUDE WILLIAMSON WHITE

ASSISTANT IN ENGLISH

INSTRUCTOR IN WRITING

Graduate Waynesboro High School, 1915; Graduate Fredericksburg State Normal School, 1917; Teacher in schools of Arlington County, 1917-1920; Principal George Mason High School, 1919-20; Student University of Virginia Summer School, 1920; Assistant in English and Instructor in Writing Fredericksburg State Normal School, 1920—.

MARGARET E. MATHIAS, B. S.

MANUAL TRAINING AND DRAWING

B. S., Ohio State University; Commercial Art Experience, Marshal Field & Co., Chicago; High School Instructor, Logan, Ohio; Art Director, Edgeley, North Dakota; Postgraduate Work, Teachers' College, Columbia University; Fredericksburg State Normal School, 1919—.

LENA IRENE HARDY

ASSISTANT IN INDUSTRIAL ARTS

Graduate Geneseo State Normal School, N. Y., 1914; Teacher Fine Arts, Huntington Beach Grammar School, California, 1914-16; Special

student Fine and Industrial Arts, Summer Session, Geneseo, 1916; Instructor in Fine Arts of the Teacher-training and High School, Adams, N. Y., 1916-18; Graduate Pratt Institute, N. Y., 1920; Assistant in Industrial Arts Fredericksburg State Normal, 1920—.

CARRIE BELLE VAUGHAN, B. A.

HEAD DEPARTMENT OF HISTORY

Educated in Schools of Hartsville, S. C.; Winthrop College; B. A., Columbia College; Special Work in English and History, University of Virginia; University of Chicago; Teacher in High School, Marshville, N. C.; Head Department of History, La Grange College, Georgia; Head Department of History, Fredericksburg State Normal School, 1919—.

PEARL M. HICKS

DIRECTOR PHYSICAL EDUCATION

Preparatory Education in Public Schools, St. Joseph's Academy, and Indiana State Normal, Terre Haute, Indiana; Graduate Thomas Normal Training School, Department of Physical Education, Detroit, Mich.; Taught in Public Schools, Indiana and Southwest; Teacher Physical Education, Detroit Public Schools; Physical Director Pennsylvania Training School; Physical Director Fredericksburg State Normal School, 1920—.

ELIZABETH N. WILLIAMS

PUBLIC SCHOOL MUSIC

Preparatory Education in the Public Schools of St. Louis; State Normal School, Terre Haute, Ind.; Cornell University, Ithaca, N. Y.; Piano, Prof. Max Beyer, St. Louis; Voice, Prof. Rudolf Heyne, Indianapolis, Ind.; Supervisor of Music, Elnora, Ind., Greenfield, Ind., Maysville, Ky.; Choir Director; Teachers' Institute Director; Director of Music of Fredericksburg State Normal School, 1919—.

IDA E. SCHNIREL

HEAD DEPARTMENT MODERN LANGUAGES

Graduate Geneva High School, Geneva, N. Y.; A. B. Cornell University, Ithaca, N. Y.; Advanced work in Modern Languages, Summer School, Cornell University; Head of Modern Languages at Hardin College, Mexico, Missouri; Head of French Department at Christian College, Columbia, Missouri; Head Modern Language Department, Fredericksburg Normal, 1920—.

FREDERIC A. FRANKLIN

PIANO, VIOLIN, HARMONY

Chicago Musical College; Private Pupil of Robert Braine, Springfield, Ohio, and John Bayer, New York City; taught two years in college work in the Southwest; thirteen years Musical Director of Fredericksburg College; since 1914 Proprietor and Director of the Fredericksburg School of Music; Composer and Arranger of much Educational Material for Piano, and Violin and Piano, including The Juvenile Violinist, Selected Classics for Violin and Piano, Operatic Album for Violin and Piano, etc.; Fredericksburg State Normal School, 1917—.

NORA C. WILLIS

INSTRUCTOR IN INSTRUMENTAL MUSIC—PIANO

Educated in Public School of Fredericksburg; Graduate in Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhart, Richmond; Piano Teacher in Williamson Presbyterian Academy; Piano Teacher in Woman's College, Richmond; Summer Work at Cornell University; Fredericksburg State Normal School, 1911—.

MARY VICK BURNEY

LIBRARIAN

Preparatory Education in Private and Public Schools of Clarksville, Tennessee; Student, Carnegie Library, Nashville, Tennessee; George Peabody College for Teachers, Nashville, Tennessee; Southern Methodist University, Dallas, Texas; Southwestern Presbyterian University, Clarksville, Tennessee; Graduate Library School, Carnegie Library of Atlanta; Assistant in Loan Department, Carnegie Library, Atlanta, Georgia; Fredericksburg State Normal School, 1920—.

ANNA P. STARKE, LITT. D.

SOCIAL DIRECTOR

Special Student, Columbia University; Head Department of English, Soule College, Murfreesboro, Tenn.; Secretary to President, Winthrop Normal College, Rock Hill, S. C.; Principal Sherred Hall, Charleston, W. Va.; Head Department of English and Supervising Teacher, Belcourt Seminary, Washington, D. C.; Degree of Doctor of Literature from Woman's College, Richmond, Va.; Social Director, Fredericksburg State Normal School, 1919—.

MRS. DALIA L. RUFF

ASSISTANT TO SOCIAL DIRECTOR AND TO THE REGISTRAR

Educated in Public Schools of Virginia; State Normal School, Farmville, Va.; Teacher in Public Schools of Virginia, 1906-1911; Teacher in High Schools of North Carolina, 1911-1918; State Normal College, Greensboro, N. C.; Fredericksburg State Normal School, 1919—.

MARY MINOR RICHARDSON

CRITIC TEACHER, LEE HIGH SCHOOL

Graduate Fredericksburg Normal; Supervisor Elementary Schools, Spotsylvania County.

MARIE JAMES

CRITIC TEACHER, LEE HIGH SCHOOL

Graduate Fredericksburg Normal; Summer Course Teachers' College, Columbia University.

NOTE—For Critic Teachers, Fredericksburg Training School, see page 17.

Business and Home Departments

A. B. CHANDLER, JR.....	<i>President</i>
MISS ELIZABETH F. CHESLEY.....	<i>Treasurer and Secretary to the President</i>
MISS ANNA P. STARKE.....	<i>Social Director</i>
MRS. JOHN RUFF.....	<i>Assistant to Social Director and to Registrar</i>
MRS. MARY M. MYERS.....	<i>Housekeeper</i>
DR. C. MASON SMITH.....	<i>School Physician</i>
MRS. JOHN C. FERNEYHOUGH.....	<i>Bookkeeper</i>
MISS ANNIE G. CLARKE.....	<i>Postmistress</i>

Faculty Committees 1920-21

COURSE OF STUDY

B. Y. TYNER, *Chairman*

A. B. CHANDLER, JR.

W. N. HAMLET

ETHEL SUMMY

PROGRAMS AND SCHEDULES

W. N. HAMLET, *Chairman*

B. Y. TYNER

A. B. CHANDLER, JR.

DECORATIONS

MARGARET MATHIAS, *Chairman*

IRENE HARDY

IDA E. SCHNIREL

PUBLICATIONS

W. J. YOUNG, *Chairman*

CARRIE BELLE VAUGHAN

IRENE HARDY

ATHLETICS

PEARL HICKS, *Chairman*

ROY S. COOKE

GRACE K. TANNER

LIBRARY

B. Y. TYNER, *Chairman*

MARY V. BURNEY

ETHEL SUMMY

STUDENT ACTIVITIES

EULA D. ATKINSON

CAROL DAVIS

MARGARET MATHIAS

Y. W. C. A.

GERTRUDE W. WHITE, *Chairman*

CARRIE BELLE VAUGHAN

GRACE K. TANNER

WASHINGTON LITERARY SOCIETY

ETHEL BELDEN, *Chairman*

NORA C. WILLIS

MARY V. BURNEY

MAURY LITERARY SOCIETY

GERTRUDE W. WHITE, *Chairman*

ELIZABETH WILLIAMS

ROY S. COOKE

STUDENT GOVERNMENT

ANNA P. STARKE, *Chairman*

MRS. RUFF

GRACE K. TANNER

(Three Student Government Officials are also on this Committee—
The President acts with this joint committee.)

LYCEUM COMMITTEE

ANNA P. STARKE, *Chairman*

CARRIE BELLE VAUGHAN

CHARLOTTE PEOPLES

COMMENCEMENT COMMITTEE

ANNA P. STARKE, *Chairman*

ETHEL BELDEN

CAROL DAVIS

GERTRUDE WHITE

PEARL HICKS

GRACE K. TANNER

ELIZABETH WILLIAMS

ALUMNÆ SERVICE BUREAU

B. Y. TYNER, *Chairman*

MRS. RUFF

CAROL DAVIS

EXTENSION BUREAU

W. J. YOUNG, *Chairman*

ETHEL BELDEN

W. N. HAMLET

EULA D. ATKINSON

J. H. CHILES

ANNUAL COMMITTEE

MARGARET MATHIAS, *Chairman*

CHARLOTTE PEOPLES

IDA E. SCHNIREL

TRAINING SCHOOL COMMITTEE

E. F. BIRCKHEAD, *Chairman*

B. Y. TYNER

ETHEL SUMMY

FANNIE B. WRIGHT

A. B. CHANDLER, JR.

Fredericksburg Elementary Training School

By an arrangement between the two Boards of Trustees, the primary and grammar grades of the Fredericksburg Public Schools are used as an observation and training school for the State Normal School.

Board of Trustees

FREDERICKSBURG ELEMENTARY SCHOOL

JOSEPH M. GOLDSMITH, PRESIDENT

A. B. BOWERING, CLERK

J. ED. TIMBERLAKE, DR. R. J. PAYNE, B. L. MELTON

HUGH D. SCOTT, E. J. EMBREY

Critic Teachers

E. F. BIRCKHEAD, M. A.

CITY SUPERINTENDENT, CHAIRMAN TRAINING SCHOOL COMMITTEE

A. B., William and Mary College; Graduate in Education, University of Virginia; M. A., Columbia University, N. Y.

ETHEL SUMMY, A. B., M. A.

ELEMENTARY SUPERVISOR

ETHEL NASH, CRITIC TEACHER

FIRST GRADE

Graduate Fredericksburg Normal; Peabody College, Summer School.

ASHTON HATCHER, CRITIC TEACHER

SECOND GRADE

Graduate Farmville State Normal; Teacher in Public Schools of Virginia; University of Virginia Summer School.

MARY E. COLGAN, CRITIC TEACHER

THIRD GRADE

Graduate State Normal, Danbury, Conn.; Extension Work, Columbia, University; Principal Elementary Schools.

SALLIE M. BROOKS, CRITIC TEACHER**FOURTH GRADE**

Graduate Georgia Normal; Teachers' College Summer School.

FANNIE B. WRIGHT, CRITIC TEACHER AND PRINCIPAL**FIFTH GRADE**

Extension Courses, U. Va.; Fredericksburg, Summer School; Teachers' College Summer School.

BETTIE H. SHORT, CRITIC TEACHER**SIXTH GRADE**

Graduate Farmville Normal; Summer School Columbia University.

State Normal School for Women

at Fredericksburg, Va.

HISTORY OF THE SCHOOL

The State Normal School for Women at Fredericksburg, Virginia, was established by Act of the General Assembly of Virginia of March 14, 1908. See Chapter 284 of the Acts of the Assembly of that year.

Each succeeding Legislature has made appropriations for maintenance and permanent improvements at this institution till now we have two large dormitories, a large and commodious Administration Building, a Faculty home, two Faculty cottages, a power plant and laundry building, and several other smaller auxiliary houses. Several members of the Faculty have built homes adjacent to the Campus.

The lawn has been made beautiful with grass and trees and shrubbery, and the driveways leading to the school have been graded and graveled. Concrete walk-ways extend across the lawn, around the buildings and to town.

Additional walk-ways will be added this summer, and other extensions provided for by the last Legislature will be made. Notice of these is given elsewhere in the Catalogue.

THE PLACE OF A NORMAL SCHOOL IN A SCHEME OF EDUCATION

The idea is prevalent among some not in touch with the modern spirit of education and educational ideas that a classical education is all-sufficient for a successful teacher. This fact is due to the tardy recognition of the professional teacher.

The knowledge of the subject-matter is essential, but it is not the only essential. Of equal importance is knowledge of how to properly present that subject-matter. There are many excellent teachers of today who have never had the advantage of a normal-school education, but their success has been won in spite of that fact and not because of it.

The educational progress which has been made in Virginia during the past ten years through the progressive policies of the State Department of Education and the liberal legislative appropriations for public instruction has been nothing short of marvelous. This educational awakening in the old Commonwealth amounts to a renaissance. Practical evidences of this most

commendable progress are visible in every section of the State. This progress has been due to a number of coöperative influences and forces. Among these the most potent of all is the teacher herself. Under the new order of things the professional zeal and equipment of the teachers of Virginia have been greatly increased. Nor is it desired that this progress should cease. It is a truism that "as is the teacher, so is the school." However comfortable the school-house may be, however complete its equipment, the school itself will be a failure unless the teacher in charge is interested, able, enthusiastic, and professionally equipped for her duties of instruction and leadership.

It is a noteworthy fact also that during this period of educational progress the salaries of the teachers have considerably increased. There is a most insistent demand all over the State for professionally trained teachers. The best positions and the best salaries are open to the best-equipped teachers. No teacher of spirit and ambition should be willing to be a poor or mediocre teacher if it is possible for her to become a teacher of the first rank. There is always room at the top.

The principal function of a normal school should be twofold: first to provide that type of instruction which will best prepare young women to become successful teachers in the public schools of the State; second, to give a healthy stimulus to all right impulses and to prepare young women for the responsible duties of home-makers. So that, whether a young woman wishes to become a teacher or not, the kind of training which a normal school should provide for her should be such as to produce culture, refinement, and a practical acquaintance with those domestic utilities which will best fit her for her sphere of influence in the home. The future generation of women in this Commonwealth will have more to do with determining the character of its future citizenship than any other influence. The happiness of the home will largely depend upon the ability of the young women of the State to meet the responsibilities of the home life. It is the duty and purpose of this school, therefore, always to have before it this double mission.

Reduced to its final analysis, a true conception of the philosophy of life teaches that success is measured by service. It shall be the business of this school, therefore, to prepare the young women entrusted to its charge for the highest type of service, whether in the schoolroom or in the home or in society. For the attainment of this end it is believed that the kind of education offered by a normal school of this character is best suited. Many argu-

ments could be advanced to sustain this contention. It is sufficient to say that this fact is recognized the country over by educational experts.

The curriculum of a normal school should embrace instruction in three general fields: first, classical and cultural studies; second, science and methods of teaching; third, observation and practice teaching under trained experts.

The teacher must know the facts of the subjects which she is to teach, she should be well versed in the accepted methods of instruction in these subjects, and she must have practical experience in teaching under expert suggestions and criticisms before she is prepared unaided to take charge of a school and to teach and manage it successfully. It is the object of this school to meet fully all three of these conditions. A normal-school education, if it is anything, should be intensely practical. Theory and practice must go hand in hand. Education that is of most worth is that which prepares for the highest efficiency in citizenship. A school that sets a lower standard than this will never attain the highest ideals. Practical insight into many of the complex and perplexing problems of the civic life of the State and nation should form a part of a normal-school education. In this way the youth of the next generation who are to become the citizens of the republic can be prepared properly for the duties and responsibilities of useful citizenship.

The demand in Virginia for normal-school education has been most pronounced. The establishment by the State of this and other normal schools is evidence of this demand. Superintendents everywhere in the State are trying to secure normal-school graduates for their best schools. The demand far exceeds the supply. In view of the ever-expanding practical utilities of our life it is essential that the course of study in this school should be sufficiently broad and strong to include manual training, domestic science, rural arts, and other phases of industrial education. A student should be prepared to help solve the many troublesome but practical problems of industrial life that will arise in the home, in the community, and in the State; in other words a normal-school graduate should mean more than a mere "school-marm." She should be interested in and acquainted with all of the practical problems of life, however remotely these may touch upon her vocation as a teacher. As Spencer says, "Education should prepare for complete living." The education which this school provides will aim, therefore, to prepare for this larger view of life and of service.

On its academic side instruction is given from the professional viewpoint. The purpose is not merely to teach the facts of the subject, but also to present these facts in such a way as to train the student to teach others.

Uppermost in the thought of this school will be the conception that the young women within its walls should be trained, not merely to occupy the best positions as teachers, but also to occupy with grace, dignity, and intelligence their natural positions in the home circle. Consequently, the energies of this school will be focused as well upon those influences that contribute to the development and elevation of the home life as upon those which prepare specifically for the schoolroom. The school will render its greatest service to the State when its work accords with the life and environment of the student. To this end this school will work for bettering Virginia conditions and solving Virginia problems. That type of education and attitude which tends to create unrest and dissatisfaction with the local conditions of the student's home life is positively harmful. It shall be the aim of this school to educate the student in and for that life rather than away from it, to show how that life may be made most attractive, to beautify and enrich it, and to develop its latent forces into dynamic power for good.

LOCATION

The school property consists of more than sixty acres situated on the ridge known as Marye's Heights. The elevation of this tract is such as to give a commanding view of the city of Fredericksburg and the beautiful Rappahannock Valley for several miles in either direction. Six acres of this tract consist of a beautiful grove containing many varieties of our most attractive native trees. This offers a delightful park for the students.

The air is pure and wholesome and the grounds are sufficiently rolling to provide an ample natural system of drainage. The open territory is sufficient for out-of-door games and exercises and for demonstration use in connection with the rural arts department. The distance from the grounds to Washington Avenue, one of the principal residential streets of the city, is just one-half mile, thus making it altogether convenient for students in the city to attend the school. The grounds are connected with this street by a new driveway and cement walk. In the center of these grounds is a spring of clear and wholesome water which enjoys an enviable local reputation.

THE CITY OF FREDERICKSBURG

Fredericksburg is situated on the fall line and is at the head of navigation of the Rappahannock River. Its population is about 6,000. No city of its size in America is richer in historic interest than Fredericksburg. It has interesting connections with all of the great wars since the formation of the republic. It is supported by its manufacturing interests and the large agricultural section which is tributary to it.

It is the main point on the Richmond, Fredericksburg and Potomac Railroad between Richmond and Alexandria, half way between Richmond and Washington, is the terminus of the narrow-guage road between Fredericksburg and Orange and of the Maryland, Delaware and Virginia steamboat line between this city and Baltimore. It is therefore easily accessible to all points in the State east of the Blue Ridge Mountains.

The great Quebec-Miami International highway, which has been almost completed at a cost of many millions of dollars, passes through this city. Fredericksburg is connected with the capitals both of the State and of the Nation, not only by the best railway line in the State, but also by this beautiful driveway. Thousands of tourists now visit the city every year since the opening of this public highway.

In Fredericksburg are to be found the home of Washington and of his mother; of General Fielding Lewis; of General Hugh Mercer; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses; the old Rising Sun Tavern, the resort of General Washington and many of his contemporaries; here Lafayette was entertained; here General Washington was made a Mason; here was the only home in America of John Paul Jones; here is the beautiful monolith, a duplicate in miniature of the Washington Monument, erected by the women of America during Cleveland's administration to the memory of Mary, the mother of Washington; here was fought the Battle of Fredericksburg during the War between the States. In fact the Normal School property itself was a part of this battleground.

But Fredericksburg is celebrated not alone for its historic interests. The city is an old, cultured, Christian community, and has always enjoyed a well-deserved reputation for hospitality. Its climate is ideal, and we know of no city that has a more favorable health record.

It is progressive in its government, and has enjoyed for some years the commission form of government. The city is favored

with superior telegraph and telephone facilities, ample mail service, water supply, gas, electric lights, and all the usual city conveniences.

BUILDINGS

The Virginia Normal School Board has named the old dormitory Frances Willard Hall and the new one Virginia Hall.

The buildings are large, convenient, and handsome, and are equipped with all modern conveniences for the comfort of the students and the work of the school. The dormitories are of the Ionic and Doric types of architecture and are the shape of the letter H. The students and several members of the faculty live in the buildings. Every student's room is well lighted and ventilated. In fact, there is no dark room in the building except a few rooms used exclusively for storage purposes.

A separate building has been constructed for the heating plant, storage tanks, the electric-light plant, and the laundry.

The first floor of one of the dormitories contains, besides a few bedrooms, the parlor, the dining-room, the pantry, and kitchen. The second and third stories of both dormitories contain sleeping apartments for the students exclusively.

The first floor of the other dormitory contains offices of the President and his Secretary, of the Registrar, of the Treasurer and Bookkeeper, the library, and several storage rooms.

The dining-room will seat about three hundred students, is beautifully lighted and in every respect most admirably fits the demand. The kitchen is just back of the dining-room, is large and equipped with every modern convenience.

On the second floor of each dormitory are rooms suitably equipped and set apart for use as an infirmary. These rooms are supplied with every necessary convenience, such as private baths, toilets, medicine chests, and hospital furniture.

These buildings are among the most artistic, modern, and thoroughly equipped dormitories in the South. The buildings are finished in pressed brick on cement foundation and are trimmed in Indiana sandstone. The floors of the porticoes are of cement and the columns of the porches are of beautiful classic types. The stairways are constructed of fireproof material. There are broad stairways at the ends of the buildings, thus minimizing the danger incident to fire.

Each student's room is finished in mission style. Each room can comfortably accommodate three persons, though we are planning to place only two girls in a room, except the large corner rooms in which we may place three, and is furnished with

single iron beds, high-grade mattresses, and ample bedding. There are two large inlet wardrobes in each room. Every room has a stationary washstand with hot and cold water. The plumbing throughout the building is modern and sanitary. Each floor is provided with an abundance of baths. The buildings are heated with steam and lighted with electricity.

The handsome and imposing Administration Building stands about fifty yards from each of the dormitories, and is in the shape of a Roman cross; it is of the Corinthian type of architecture. The class of material used in its construction is similar to that used in the dormitories.

In the basement are the swimming-pool, dressing-rooms, gymnasium, bench and metal department of Industrial Arts, carpenter room, and heating plant.

The first floor contains the rest rooms for day students, the postoffice and supply room, the departments of History, Modern Languages, English, Education, Geography, Sewing, Biology, Music, and other lecture rooms.

The second floor contains the departments of Home Economics, Chemistry, Physics, Industrial Arts, with laboratories for the various departments. A handsome auditorium, seating about 900 people, is also on the second floor.

This building is heated and ventilated by the most perfect heating and ventilating system known. The electric wiring in all buildings is by the conduit system, which is accepted as the safest and best.

The school erected during the past session a 50,000 gallon steel water tank, giving an increased water supply both for domestic use and for fire protection.

SCHOOL EQUIPMENT

In the selection of equipment the management has kept in mind the needs of the institution and provided everything with reference to attractiveness and durability. The Chemistry, Biology, and Physics laboratories are fully equipped at considerable cost with most modern laboratory tables and every apparatus necessary for efficient work in these departments. In fact, very few schools have so full and complete a science equipment necessary for the special instruction that the school is intended to offer.

The school is provided with the usual maps, charts, globes, pictures, and other aids to teachers and students.

In the industrial department every effort is made to provide the most helpful and up-to-date equipment.

The Industrial Arts Department occupies five large rooms excellently adapted for the work. This department is equipped with superior adjustable drawing tables, tables for various kinds of handwork, clay modeling, bookbinding, and work benches for wood work, also tables for work in brass. The department has its own clay kiln. The department has abundant rooms for indoor work, and ample provision for school gardens and outdoor work of all kinds.

On the campus is a beautiful grove with a great variety of native trees. The campus is also noted for the remarkable number of birds of almost every variety, and quite a colony of semi-tame squirrels. These, with the rolling nature of the grounds and the rural surroundings, constitute a natural equipment unsurpassed for this department.

All necessary equipment is provided in this department for the study of school gardening, home gardening, plants, trees, and insects; with ample apparatus for testing milk, seeds, and soils. Superior laboratory facilities are provided.

The school has built and equipped a hothouse for the use of this department.

Suitable yards for the scientific study of poultry have been provided.

The Home Economics Department occupies three rooms excellently arranged for its use. The sewing-room is supplied with the necessary chairs, tables, electric irons, models, machines, and other equipment.

The kitchen has the most modern tables, individual gas stoves, gas range, and necessary utensils. Fifty per cent. additional equipment was added to this department during the past summer.

The department is well supplied with storage rooms, and as needs arise equipment is secured.

The school is connected with the city system and uses the city gas.

Ample equipment, consisting of a large number of exhibits, a balopticon and slides, has been installed for use in the Department of Geography.

Ample equipment for the Biological Department has been added. The department has all it needs for thorough work.

The school at present owns six pianos, all of which are used in the Department of Music, except one that is used in the gymnasium.

For lectures in art and music appreciation and other illustrated lectures, the school owns an excellent electric lantern and a balopticon.

A moving-picture outfit has been added and a suitable film service was furnished last session.

The lecture rooms are mostly provided with tablet arm-chairs, but for the teaching of penmanship and for work requiring special care in writing some rooms are supplied with regular school desks.

In providing equipment every effort has been made to avoid extravagance and unnecessary expenditures, but, at the same time, recognizing the fact that no workman can do efficient work without sufficient and suitable tools, the school has endeavored and will endeavor to make the equipment sufficiently complete to insure the highest grade of work.

LIBRARY

The library occupies a large room in the new dormitory, and is under the care of a trained librarian and a committee of the faculty. It is a well-selected, working library of nearly 5,000 volumes. On the shelves are found the very best reference books, works of classical literature, present-day fiction and current literature.

The tables are generously supplied with current periodicals, the best of the magazines, a number of daily papers, and a large number of county papers.

The committee exercises the best care in the selection of literature in the library, and the students are directed by the faculty in their reading.

In addition to the school library, which is being increased every year, the student body has access to the Wallace Library, an excellent public library in the city.

GYMNASIUM

The gymnasium, located in the administration building, is large and well equipped with apparatus for use both in regular courses and in anthropometric examinations. Convenient to the gymnasium are the dressing-rooms, showers, and swimming-pool. In cold weather the water in the pool can be heated so that instruction in swimming as well as excellent exercise can be enjoyed at any time.

Gymnastic work is required of all students in the school, except those who are excused in writing by a practicing physician.

All work in Physical Education and Athletics is immediately under the control of the Director of Physical Education.

A uniform costume for all gymnastic work is required. It consists of short, full bloomers of black, lusterless material, preferably a plaited model. With the bloomers is worn a white middie with white collar and cuffs, black middie tie, and white tennis oxfords or shoes; also a pair of black gymnasium shoes or ballet slippers. The slippers may be ordered from any large shoe store or mail-order house or may be obtained in Fredericksburg. It is desired that students provide themselves with the above-described uniform before coming to the school. If this is not practicable, however, it can be secured at the school after entrance at as near cost as possible.

ATHLETIC FIELD

Two hundred yards from the main buildings is the athletic field. This contains a cinder track, tennis and basket-ball courts, and baseball diamond, and is otherwise equipped with playground apparatus.

ATHLETICS

Interest in various forms of athletics is encouraged. The school has a thriving Athletic Association, which is composed of practically the entire student body. Upon the payment of a small fee, membership cards are issued which serve as passes to all events given for the athletics fund.

Preparation for the games of the Interclass Basket-Ball series occupies a great part of the winter's recreation period. Each class has its own team and a series of six games is played, the champion team thus winning a certain number of points toward the trophy cup.

The Tennis Tournament is one of the most interesting events of the season. Practice begins as soon as spring arrives and continues until late in April, when the games are played.

Instruction is given the girls in field and track athletics, which culminates in the annual Field Day held early in May. The program is composed of such events as swimming, target shooting, standing and running broad jumps, fifty-yard dash, basket-ball, baseball, hurl ball and javelin far throw, low hurdle race, and shuttle, and all-up relays. The points won at this time, together with those due the classes for championship in basket-ball, indoor baseball, and tennis, and those won by taking a certain amount of daily outdoor exercise, determines the award of the trophy cup. In 1920 the Junior Class won this prize.

Girls who win fifteen points in athletics in one year are awarded a school monogram.

We believe that by encouraging girls to take an active part in both indoor and outdoor athletics we are not only improving their physical health, but are inculcating ideas of team work, fair play, and uprightness of character that will remain with them years after they have left the school.

RURAL HIGH-SCHOOL CONTESTS

The Normal School, wishing to stimulate a wholesome interest in athletics for girls, offers its Athletic Field to high schools caring to use it as a common meeting place for inter-High-School Contests in match games in basket-ball or other events, such as running, broad jumping, etc.

BASKET-BALL, TENNIS, ETC.

Basket-ball continues to be the most popular indoor game during the winter season. There was great rivalry the past session in the interclass games. Usually several games with out-of-town teams are played.

But tennis during the spring commands the center of the athletic stage, and the interclass series in this branch of sport are full of intense interest. Walking and other forms of outdoor exercise are also popular with many students. Strong efforts are made to interest every student in some form of out-of-door exercise, and every incentive is provided to insure systematic and sufficient exercise on the part of every student.

THE ATHLETIC TROPHY

The annual class contests for the silver trophy cup this year include the following events:

Basket-ball, baseball, tennis, swimming, 50-yard dash, 100-yard dash, long distance baseball and basket-ball throw, relay races, standing and running broad jumps, running high jump, three legged race, balance walking.

Work for the cup extended through the whole session, the interest reaching a climax in the spring, when Field Day took place. A great deal of interest and intense class rivalry was exhibited by all the students.

In connection with the Field Day program the May Queen was crowned. She in turn awarded monograms to the members of the basket-ball team and crowned the victors in the several athletic contests. The trophy cup was presented to the class winning the largest number of athletic events.

INSTRUMENTAL MUSIC

Special instruction is offered to students wishing to pursue the study of piano, violin or harmony. This department aims not only to build up its work in technique and interpretation, but especially to lay foundations for a musicianly appreciation and conception of the depth of beauty underlying the great art of piano-playing. Such music will be selected by the instructors as is adapted to the individual needs of the pupil. Each student is accountable to the instructors in this department for the tuition, said tuition to be paid in advance monthly, or by the term of three months, as the student may desire. The school is equipped with pianos for practice—periods for which will be assigned by the piano instructor. The terms will be made known on application. These classes are not counted for credit in the Normal School course of study, and the school has no interest in the fees charged.

EXTENSION BUREAU

This Institution maintains an active Extension Bureau through which it offers its services to teachers in the field throughout the State. A definite program of extension activities has been worked out, the service is free, and all teachers are invited to use this service freely. Correspondence should be addressed to "Extension Bureau, State Normal School, Fredericksburg, Va."

ALUMNÆ SERVICE BUREAU

In order to continually aid our former students, especially those who are still in the teaching profession, we have an Alumnæ Service Bureau. Through this bureau we seek to keep track of our Alumnæ and a record of their activities and to render them definite help in many ways. They are urged to get in correspondence with this bureau and ascertain the program of service undertaken.

THE FACULTY

The school exercises the greatest care and discrimination in the selection of its faculty. The aim has been to select for each department persons professionally trained for the work. In addition to sound scholarship, practically all of the members of the faculty are in touch with the educational needs of the State, and in thorough accord with the system of public education. They have all had wide experience in their special phases of educational work. A teacher thus equipped has incalculable advantage over the mere theorist without practical experience.

Every member of the faculty teaches with a view, not only to teach the student, but to teach the student how to teach others.

TEXT-BOOKS

Students may find it advisable to bring with them a few good text-books that they may already have. All text-books and students' supplies used in the school are kept in the Supply Room, and sold to the students as nearly at cost as possible.

In order to avoid making mistakes, students should not buy such text-books before reaching the school. There is no compulsion about buying at the Supply Room, as this is kept purely as a matter of convenience to the students and not for the purpose of making money.

All books and materials sold in the Supply Room must be paid for in cash. Parents are asked to take note of this. Requests are often made for Supply Room purchases to be charged on account, but this is against the policy of the school.

MAIL SERVICE

The school is equipped with an up-to-date post-office outfit. There are two city deliveries a day, and the mail is delivered to the students at the post-office window at certain hours. Those who may desire it can rent a box at a nominal cost.

TRAINING SCHOOL FACILITIES

The Training School is a necessary adjunct of every normal school. It is a practical workshop and educational laboratory, being to the student of educational method what the laboratory is to the student of science. The student teacher finds in the training school opportunity to study child nature, to observe correct methods in teaching, and to have practice work in actual teaching. She here applies educational principles to a proper development of the children to be taught. It is necessary in the training school to teach children and to train student teachers, and through the real development of the child the student gains most help in her own development as a teacher. In no other way can practice teaching lead to independent progressive teaching ability that will give the student teacher the power to adapt herself to the needs of any public school. With this in view the Normal School has made provision for the training of teachers in both the city and rural schools.

Through an arrangement with the City School Board, the Fredericksburg Elementary School is used as one of the training schools. This school is housed in a modern and commodious brick

building. Here the teacher has an opportunity to become familiar with the more complex heating, lighting, and ventilating systems incident to a large school plant in which several hundred children are cared for.

Every effort is made, through the coöperation of the Normal School and the City School Board, to raise the standard of excellence of the Training School so that it will be a model school in all of its departments. Most gratifying progress has been made in this direction during the past few years. It is being insisted upon more and more that every teacher in the school be one of satisfactory professional equipment and successful experience. Ideal conditions are hoped for only to the extent that may reasonably be expected through skilled teachers, handling school work in accord with the best methods and based upon good educational theory and sound educational principles. The use of the public schools as training schools offers practice in actual teaching under real conditions, in many ways similar to those under which the student teacher is likely to do her teaching after graduation.

Rural School Teaching is also provided for in both primary and grammar grades in a typical two-room school in Spotsylvania County a few miles from the Normal School. Here two critic teachers have charge of the work under the direction of a special supervisor. So far as practicable, students who will likely teach in rural or small urban schools are given practice teaching in both the city training school and in the rural school provided for this purpose.

Spotsylvania Court House Practice School. A practice school for the group of Seniors preparing to teach in Junior High Schools and special subjects in other high schools with two critic teachers and a special supervisor will be maintained at Spotsylvania Court House. Here the conditions are almost ideal for the maintenance of this work. Chancellor and other schools are also open to us for observation purposes.

For two quarters of twelve weeks each, the teaching Seniors largely have charge of the work in the training schools under the close supervision of the supervisors, and the critic teachers of their respective grades. Plans of the lessons to be taught are submitted by student teachers for correction and approval before they are taught. The responsibility for the discipline and the class work is thrown upon the student teacher so far as consistent with the time to be used and the best interests of the children being taught.

As a prerequisite for graduation all candidates for diplomas must show evidence of ability to teach. Applicants for practice teaching must furnish satisfactory proof that they have the necessary academic requirements, and must have had classes in educational principles and methods of teaching school subjects. Our final estimate of a student teacher represents her ability as a woman and as a teacher to train children. She must show evidence of good scholarship, ability to present school work and to discipline a schoolroom, and a right attitude toward the serious work of training children.

RURAL SCHOOL OBSERVATION

In addition to the training school facilities indicated above, the Normal School makes provision for the Seniors to observe in several of the rural schools in the adjacent counties. An opportunity is given for an insight, therefore, into the working conditions of practically every type of school from the one and two-room school up through the consolidated rural school to the more complex graded city school.

EXCURSIONS

The Normal is within easy reach of the scenes of four of the great battles of the War between the States—the Battles of Fredericksburg, Chancellorsville, Spotsylvania, and the Wilderness.

Frequent excursions can be made to these battle-grounds by various classes, and there they have the opportunity to study on the field the plan of battle.

Several excursions are made by various classes and parties under the care of members of the faculty to Richmond and to Washington. These trips are helpful, interesting, and instructive.

Few cities offer more places of historic and educational interest to the student than Richmond.

Washington, of course, with its magnificent museums, art galleries, government buildings, and countless other places of interest, is conceded to be one of the most educative cities in the world.

LECTURES AND ENTERTAINMENTS

Reception to Students by Faculty and Y. W. C. A.

Address on Y. W. C. A. work by Miss Heller, Student Secretary.

Mock Political Campaign, and Election, Y. W. C. A.

Lecture by Dr. Ng Poon Chew; subject: "The Birth of a Nation."

Address: "Denominational Work as a Vocation," Miss Elizabeth Ellyson, Y. W. C. A.

Harp-Vocal Ensemble, of Boston.

Week-end Camping Party—Hiking Club.

Hallowe'en Party.

White Gift Service, Y. W. C. A.

Orpheus Four, Male Quartette, of Los Angeles.

Fashion Show—Household Arts Department.

Bazaar for the benefit of Annual.

Lecture: "The Woman Voter vs. Bolshevism," Mrs. Emeline Pankhurst.

Christmas Pageant: "For Freedom's Sake," Y. W. C. A.

Christmas tree for the Children of Doswell Field, Y. W. C. A.

Open Meeting Maury Literary Society, at Former Home of Commodore Maury. Courtesy Mrs. L. L. Coghill.

Celebration of Commodore Maury's Birthday, by Maury Literary Society; Guest of Honor, Mrs. J. R. Werth.

Open Meeting of Washington Literary Society.

Address on Girls' Club Work, by Miss Lucile DuBois, Richmond, Va. Y. W. C. A.

Series of Lectures on Fundamental Questions, by Dr. Ryland Knight, Nashville, Tenn. Y. W. C. A.

Halwood Manlove, Impersonator.

Valentine Party and Masquerade.

Reception to Senior Class, Mrs. A. B. Chandler, Jr.

Lecture by J. C. Herbsman: "Democracy on Trial."

Address by Lieut. E. A. Platt, Washington, D. C., Y. W. C. A.

Two Plays, Dramatic Club:

"Six That Pass While the Lentils Boil," by Stuart Walker.

"The Mouse-trap," by W. D. Howells.

Basket-ball Inter-school Contests:

Ingram Sextette.

William and Mary.

George Washington University.

Harrisonburg State Normal.

Mock Circus, Y. W. C. A.

The Clifton Mallory Players: "Vanity," Morality Play.

Junior-Senior Reception.

Reception to the Sophomore Class, by the Freshman Class.

Picnic for the Y. W. C. A.

Joint Meeting of the Maury and Washington Literary Societies.

May Queen Festival.

Concert: Glee Club.

Piano Recital: Music Class.

Field Day: Athletic Association.

Sophomore Evening. Address, Mr. J. N. Hillman.

Alumnæ Banquet and Reception.

Baccalaureate Sermon, Dr. F. H. Diehl.

Commencement Address, Dr. Douglas S. Freeman.

THE RELIGIOUS LIFE OF THE STUDENTS

The students have the privilege of attending the church which they prefer. There are Baptist, Methodist, Presbyterian, Episcopal, Christian, and Catholic churches in Fredericksburg. The students also attend Sunday school at the various churches, and have an opportunity to meet the religious leaders of the city and to identify themselves with the religious work.

In the regular school day there is a period of twenty minutes set aside for chapel exercises. These services are conducted by some member of the faculty, aided by the classes, and consist largely of discussions of religious topics, singing, scripture reading, and prayer.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Purpose—To unite the young women of this institution in loyalty to Jesus Christ; to lead them to accept Him as their personal Savior; to build them up in the knowledge of Christ that their character and conduct may be consonant with their belief. To associate our students with the students of this and other lands, and to enlist their devotion to the Christian Church throughout the world for the advancement of the Kingdom of God.

The association is a most potent factor in the life of the school. Standing as it does for the development of body, mind and spirit, its program is comprehensive and therefore meets the varied needs of the students. This organization is one of which all are proud to be members as is shown by enthusiastic work of nearly one hundred per cent. of the student body whose names are found on its roll for 1920-21. The keynote of the work of all committees is "Service," as may readily be seen by their accomplishments.

The Membership Committee leaves nothing undone that will add to the comfort and pleasure of new students. During the summer the members of this committee write letters of welcome to prospective students, and in the fall meet them at the train

or at school where they help them to become adjusted to school life. Also this committee puts on some very interesting educational programs at different times during the year.

The social life of the students is looked after by a committee for this purpose who endeavor in every possible way to promote friendship and good fellowship among the girls, and to assist those who may not have previously developed their social natures. Beginning with a "Get Acquainted Party" in the early fall, a number of entertainments of varied types have been given throughout the year. Just before Christmas this committee presented a very beautiful pageant in which nearly seventy-five girls took part.

The Social Service Committee works not only at the school, sending flowers and fruit to the sick girls and doing other deeds of kindness to those who need a helping hand, but it sends visitors also to the city hospital, teachers to the mission school each Sunday, and White Gifts and Christmas stockings to the poor of the town. Each girl is given a definite opportunity for service.

The funds of the association are raised by the Finance Committee who have carried on a very active campaign this year. The girls responded splendidly to the drive for systematic giving, as well as to the call for volunteer service in the dining room where the Y. W. C. A. had charge of several tables. In this way money was secured for missions, and for the purpose of sending delegates to the Conference at Blue Ridge, North Carolina in June.

The World Fellowship Committee and Student Volunteers have furnished many interesting programs in which the call for workers in other lands has been presented to the students. The members of the committee conducted mission study classes during the Spring term. The Volunteers sent two of their number to represent this school at the Annual Convention of Student Volunteers of Virginia.

Early in the year three classes in Bible Study and Teacher Training were organized by the Bible Study Committee, and under the direction of members of the Faculty were successfully conducted throughout the school session. A business meeting of the Y. W. C. A. has been held once every month, at which time have been heard enthusiastic discussions of plans for work of the local association. A High School Club was organized for the younger girls whose interests were different from those of professional students. Other problems also were solved at these meetings.

The Devotional Committee served every day at either Morning watch or Vespers. These were prayer and praise services conducted by the students and through them was found opportunity for spiritual growth and services. The Sunday night services have been interesting and well attended. The musical part of the programs has been well rendered and deserves special mention. These meetings have been conducted by students, members of the Faculty, ministers of the town and visitors. A series of lectures on fundamental questions by Doctor Ryland Knight, of Tennessee proved particularly helpful and inspiring to the students.

Due to the coöperation of the officers and members the year has been one of the most successful in the history of our local association. The spiritual atmosphere of the school has been strengthened and the lives of the girls have been broadened by contact with the Young Women's Christian Association.

The officers elected for the session 1921-22 are:

President, Alice Clark Peirce.

Vice-President, Olive Stuart.

Secretary, Bettie Faulconer.

Treasurer, Mabel Thompson.

Under-graduate Representative, Ruth Guy.

Faculty Advisory Committee, Miss Gertrude W. White, Chairman; Miss Carrie B. Vaughan, Miss Grace K. Tanner.

HEALTH OF THE STUDENTS

Special precautions are taken to provide for and promote the health of the students. We realize that no satisfactory work can be done by a student whose body is not strong and healthy. Students are encouraged to engage in regular out-of-door games and exercises, and to take long walking trips.

All students receive the very best medical attention. The school is provided with an Infirmary, where suitable facilities are furnished for the care, comfort, and treatment of the sick. One of the leading physicians of the city is the regular physician to the school. He visits the school every day and reports to the President of the institution all cases of sickness. He is at the call of the school at any hour when needed. Whenever necessary the best trained nurses are provided. The school bears all expenses of medical attention and nursing, except in cases of special private nursing, of special operations, and epidemics. The President will promptly inform parents of the illness of their daughters.

Mary Washington Hospital. In the city and within five minutes time from the Normal School, is one of the best equipped small hospitals in the State. The school physician is associated with this hospital. Other splendid surgeons also operate there. In an emergency students of the school could have here the very best hospital attention.

DAY STUDENTS

The proximity of the school to the city of Fredericksburg makes it perfectly feasible for students living in the city to attend as day students. Students at a distance who wish to board with friends or relatives in the city may do so and be received as day students.

The school does not assume any responsibility for boarding arrangements or home discipline of students who do not live in the dormitories. Day students, of course, will be subjected to the same school regulations as boarding students. Day students have at the school comfortable places in which they may study between classes or eat their lunch during school intermission. A special room in the Administration Building has been fitted up and set apart for this purpose.

The number enrolled during the past session was exceedingly gratifying. The President of the school will gladly assist parents who wish to make arrangements for boarding their daughters in the city.

STATE SCHOLARSHIPS

The State offers scholarships for all young women who have taught, or expect to teach, in the public schools of Virginia. These scholarships entitle the holders to free tuition.

In accepting the scholarship the student who has not taught promises to teach in the public schools of Virginia two sessions.

Applications for State scholarships should be endorsed by the Superintendent of the division in which the applicant lives.

SPECIAL SCHOLARSHIPS

The Young Women's Christian Association of the school has established a special scholarship valued at \$50.00. This amount will be advanced to some worthy student as a loan to be paid back after the student becomes a teacher, when it will again be loaned to another, thus perpetuating the scholarship.

Through the influence of the late Mrs. T. S. Boore, of Spotsylvania County, \$250.00 has been given the school to establish a scholarship of \$50.00 a year running five years.

The Matthew Fontaine Maury Scholarship Loan Fund is a memorial to Commodore Maury, who was born in Spotsylvania County, near Fredericksburg. The money is loaned on the personal note of the student receiving it, bears no interest, and is payable at the convenience of the borrower. The applicant must be the lineal descendant of a Confederate veteran. The value of this scholarship is \$150.00 a year.

The Virginia Division Scholarship, U. D. C., is given by the Virginia Division, U. D. C., to graduates of first grade Virginia high schools. Such graduates, to be eligible, must be lineal descendants of Confederate veterans, but may register from any county in the State. Value, \$135.00.

These two scholarships will be open for the session 1921-22.

Through the Chamber of Commerce of Fredericksburg several \$100 scholarships are offered, and a prominent citizen of the city is likewise offering one \$100 scholarship.

STUDENT LOAN FUND

The School has accumulated through successive Legislative appropriations quite a large special loan fund. This fund is available to any worthy student, not exceeding \$100.00 to a single student, who may desire it. The School is now in a position to offer this financial aid probably to every student who may make application. The loan bears 4 per cent. interest. Those desiring this aid should make application to the President of the School.

STUDENT AID FUND

This fund consists of donations made to the school to help worthy students. The money is loaned to the students upon the same terms as money from the Student Loan Fund. The fund now amounts to about \$400.00. The President of the school will be glad to receive any gifts from those who may be interested in the matter of assisting worthy young women in securing an education.

EMPLOYMENT SCHOLARSHIPS

It is the desire of the school, as far as possible, to aid all worthy students in securing an education. To this end the school offers employment scholarships to as many students as possible. This employment consists of light work in the dining-room.

During the session of 1920-21 about thirty young women availed themselves of this opportunity and materially reduced their expenses. Other employment is offered a few in the library.

In this way students, without loss of dignity or social caste, or serious interference with their school work, are able, if sufficiently industrious and energetic, to help pay their way through the school. Our normal experience has been that the demand for assistance of this character has been in excess of our ability to supply it. Students, therefore, who wish such employment should make application at the earliest possible moment. These scholarships are worth \$115.00 per session.

The President of the school will gladly do what he can to make it possible for worthy young women of limited means to attend. He will also be glad to correspond with any persons, or organizations, interested in the matter of establishing a scholarship, or other aid fund to assist in the education of worthy young women.

COMMENCEMENT

The exercises in connection with commencement are extremely interesting and important. They consist of commencement sermon, baccalaureate address, class-day exercises, alumnae meeting, exhibits, announcements, and delivery of diplomas. Every student is expected to remain at the school through the commencement exercises, and is required to do so unless excused by the President of the school.

LITERARY SOCIETIES

The students have two literary societies, which meet weekly. A large per cent. of the students are members, and it is the policy of the school to urge every girl to ally herself with this work. A strong effort is made to conduct the work of the societies along other than stereotyped lines, and to give fresh life and interest to the program every week. These societies have proven very helpful during the past session. They are "The Washington" and "The Maury."

HOME LIFE

The Normal School is a large home within itself. There is an air of home-like freedom and a delightful feeling of sympathetic relationship existing between students and faculty. As a rule the personnel of the student body is high. They are representatives from homes of culture and refinement. Their home and social life here is under the direction of a Christian woman of great experience in such a position. She, as Social Director, will give all permits except those of an unusual character. The students are universally respectful, obedient, and considerate in the recognition of the feelings and rights of all. They enjoy

our confidence, and very few fixed rules have been found necessary for the government of the school. Our students are young women who know what is right; we expect them to live accordingly and are rarely disappointed in this expectation. If, however, any student through indifference, or lack of judgment, should prove unworthy of this confidence in her, the school will throw around her such restraining influences as may seem necessary, and, should the general good require it, the President will confer with parents or guardians with reference thereto, or the student will be dismissed from the school.

For the social life of the students the school furnishes frequent entertainments, receptions, and public gatherings. There are various opportunities for young women to develop this side of life so far as their school work will permit. The ladies of the city through churches, Sunday schools, and other organizations happily contribute to the pleasure of the students. The students themselves have various class organizations and special school clubs.

MOVING PICTURES

The school has a Powers Moving Picture Machine, and during the past session gave a weekly moving picture service to the students.

LYCEUM COURSE

During the past session a splendid Lyceum Course of seven numbers was presented at the school. This policy will be continued.

DISCIPLINE

Students are permitted as much freedom in their movements and intercourse as is consistent with propriety and the work which they have assumed. Few fixed rules are made, but those which are made are uniformly and rigidly enforced.

The attention of parents is especially directed to the importance of coöperating with the school in the matter of securing the attendance of the students on the classes. Students are not excused from class attendance except for sickness or illness in the family or some other urgent emergency. It is hoped, therefore, that parents will not make request for students to be absent from their class work except for the reasons given above. It is understood that the parents agree when their daughters enter this institution, that they shall live and be under the control of the school regulations. We do not desire to have in the school students whose parents are out of sympathy with the rules of the school. The disciplinary life of the students is under the

control of a joint Faculty and Student Government Committee. The President of the school acts in an advisory capacity.

It is against the policy of the School to permit students to leave at any time for a visit home or elsewhere without a request for such visit made by the parent to the Social Director.

STUDENT GOVERNMENT

For seven sessions this school has had student government. The regulation of the students is left largely in the hands of the Student Government Association, under the advice and counsel of the President of the school and a faculty committee. This system has met the hearty approval and coöperation of the student body, and the association has administered its duties during the past session with such rare good judgment and fairness as to win the approval of school officials and students alike. The system will be continued next session.

The following were the officers the past session:

OFFICERS STUDENT GOVERNMENT ASSOCIATION FOR 1920-21

President—Virginia Farinholt.

First Vice-President—Juliet Ware.

Second Vice-President—Byrd Johnson.

Secretary—Anna Morgan.

OFFICES HELD BY STUDENTS

The following regulations in regard to offices held by students will obtain for next session:

1. Offices held by students shall be valued by percentage.
2. No student shall hold offices amounting to more than 100%. If nominated for a second office which would make her rating more than 100% she may resign or withdraw, but not hold two offices.
3. Students making an average below 80% shall be ineligible for any office.
4. Nominees for offices shall be members of regular classes.
5. The approval of the Student Activities Committee is required for all entertainments given by school organizations.
6. The assignment of parts in any school activity shall be subject to the following scholarship regulations:
 - (a) No student having a failure in the preceding quarter, or an entrance condition to be removed, shall be allowed to take part in any school activity, such as plays, athletics, committee work, etc.
 - (b) The president of every organization shall submit to the chairman of the Student Activities Committee not later

than one week before preparation for any entertainment a statement from the Registrar's office, certifying the eligibility of all engaged in the entertainment.

7. Each additional five periods of class work above twenty-five shall be valued at 10%, the same to be deducted from the 100% allowed each student.

The percentage of students serving in the dining-room, library, supply-room, etc., shall be decided by the committee.

8. The Student Activities Committee may at any time make exceptions to these rulings, or remove any student from office for unsatisfactory conduct or work.

9. That the system of rating will be made known to the students and will be kept posted.

STUDENTS' DRESSES

There is no necessity for, and this school distinctly discourages, the wearing either of costly or gaudy clothing. Neat, simple, inexpensive dresses fully meet all requirements. Especially to be avoided is the appearance by students in public wearing extreme styles in dress. Simplicity and modesty should characterize the dress of all students.

The entire student body is required to wear simple, white dresses whenever appearing as a body during Commencement Week.

Members of the graduating class are strongly advised to have Commencement dresses simple in design, made of cotton material, such as organdy, batiste, etc., and whose material costs not exceeding \$15.00 in any case.

STUDENTS' PLEDGE

Every student at this Institution is expected at the beginning of the session to subscribe to the following pledge:

"I do hereby agree, while a student in the Fredericksburg State Normal School, to comply cheerfully with all its regulations in all particulars; and I agree not to deface or injure, by writing or otherwise, any of its furniture, books, walls, or other property. If I should accidentally do damage to any property of the School, I agree to report it promptly to the Social Director or the President, and I agree that such damage shall be assessed and that I will pay for same."

VISITORS

The school at present has very limited accommodations for entertaining social visitors. A charge of \$1.00 a day will be

made for all guests entertained in the dormitories. It is expected that the coming of a guest shall be reported beforehand to the Head of the Home. Local visitors who come to visit particular persons at the school will be cordially received, but aimless and promiscuous wandering about the grounds and buildings is prohibited. Permission should be obtained from the Social Director to visit a student in her room.

A WORD TO THE SUPERINTENDENTS AND TRUSTEES

The State Normal School at Fredericksburg is supported by the State primarily to furnish teachers for our public schools. We want to help the children of Virginia, and in order to do this we place ourselves at your command. It is our earnest desire to aid you in every way possible that you may secure the very best teachers for your schools.

If you need teachers, communicate with us, and in order to get the best we advise that you communicate as soon as possible. We have a system by which we aim to keep in touch with available teachers as far as possible, in order that we can assist the school officials in their selection. Write us telling exactly what you want; if we can help you it will be a pleasure for us to do so. Our aim will be to give you the very best information we can as to applicants. It is our desire that all teachers, and particularly those whom we send out, may succeed, but we will certainly not recommend any one if we have doubt as to her meeting your need. Write to us when you have vacancies, as we want our school to serve you to the fullest extent.

We would suggest also that you select some bright young woman every year in every school district and encourage her to attend the Normal School with a view to preparing herself and returning to teach in the district. In this way, it will not be long before you can fill your schools with professionally trained teachers. We will gladly secure scholarships for those whom you recommend.

Again, we invite you to visit the school. It will be a pleasure for us to have you come whenever you can. Your coming will do us good, and, we believe that, as you know us better, you can more fully use us for the good of the schools of your counties.

POSITIONS FOR STUDENTS

It is the aim of the Normal School to place its graduates in the most desirable positions obtainable that they are qualified to fill. This school keeps a permanent record of the work and

teaching history of every student, and will lend itself energetically at all times to the students in the matter of securing suitable positions.

SIGNIFICANT IMPROVEMENTS FOR 1921-22.

The following significant improvements and extensions will be made in the organization and work of this Institution, for the next session, to which attention is particularly directed, details of which will be furnished on application.

(a) Elimination of undergraduate or high school department, and placing the Institution upon a wholly professional basis.

(b) Placing only two girls in a dormitory room with the exception of some large corner rooms in which three may be placed.

(c) Addition of the Senior year of the Commercial Teacher Training Course, begun in 1920, with an added member of the faculty.

(d) Doubling our Supervisory force.

(e) Establishment of a special training school for our Senior III Students, with two added critic teachers.

(f) Expansion of work of Extension Bureau.

(g) Completion of new grammar grade course of study for the training school.

(h) Addition of a full summer quarter in summer of 1922, equal in credit to any other quarter.

(i) Refurnish parlors of Frances Willard Hall.

(j) Add improvements to kitchen, dining-hall and service of meals.

Subject to Legislative appropriations, the following improvements and extensions will be installed in 1922:

(a) Add second unit to Virginia Hall, providing cabinet rooms, Y. W. C. A. hall, literary society halls, guest rooms, student government council rooms, etc.

(b) Enlarge the library.

(c) Join the Administration Building with the central heating plant.

(d) Erect on our grounds an elementary training school.

(e) Establish at the school a health education center.

EXPENSES

The tuition fee for all, except State Students, is \$30.00 per session, or \$15.00 for the half session, payable by the half session in advance. This applies to students living in other states, as well as those living in Virginia. Students who intend to become teachers and those who have taught in the public schools of the

State are not required to pay tuition. In return for this consideration a student is required to teach in the public schools of Virginia not less than two sessions. Students who have already been teachers in the public schools of the State will be credited with the time they have taught. Students desiring scholarships which entitle them to free tuition should be recommended by the Superintendent of Schools of the Division in which they live. (See application form in back of catalogue.)

Board, including room rent, lights, fuel, laundry, bed linen, servant attention, and other necessary living expenses, \$207.00 per session, or \$23.00 per school month of four weeks each, payable in advance.

The fees charged in classes having laboratory courses are small in that they include materials and breakage as well as use of equipment.

Students remaining at the school during the Christmas holiday will be charged at the rate of \$5.00 per week.

Registration fee, \$3.33 a quarter. This is payable upon entrance, with no reduction for part session. This will pay for attendance at all Lyceum attractions offered by the school, and for moving-picture service.

Physician's fee, \$3.00 for the entire session; \$1.00 for a quarter. Day students do not pay the medical fee.

A small laboratory fee is charged those taking laboratory courses. This fee is intended to cover cost of materials, breakage, etc. All fees must be paid in advance and no reduction or allowance is made on account of absence.

Every student must supply her own text-books, gymnasium suit, soap, napkins, towels, and hot-water bottle. The gymnasium suits must be uniform and can be secured after arriving at the school. The cost will be about \$7.00.

No allowance is made for absence of less than three weeks, except for illness. This applies to those who are late entering, as well as to those who are absent during the session. No reduction is made for students who leave the school on Friday to spend the week-end.

Every student is allowed a reasonable number of articles in the laundry, but the school can not assume the responsibility of receiving elaborate garments. While the greatest care is exercised in the laundry, the school does not assume responsibility for the wear and tear of clothing.

Students' reports will be mailed to parents or guardians at the end of each quarter during the session. (See p. 7.)

All accounts are expected to be paid one month in advance, except when special provision is otherwise made.

No diploma or certificate is granted until all money due the school is paid.

Students are advised against bringing to the school jewelry or other articles valuable intrinsically or through association.

Students are also advised against keeping money in their rooms. Spending money may be deposited with the Social Director and drawn as needed.

RECAPITULATION

COST FOR FULL SESSION

Board, room, and laundry.....	\$207.00
Registration fee.....	10.00
Medical fee.....	3.00

Total cost.....\$220.00

This is exclusive of books and gym. suit.

ROOMING BY CLASSES

It is to the best interest both of the School as a whole and to the individual students, that students room with classmates. Prospective students, in making application for entrance, are requested to observe this policy of the School.

COURSES OF STUDY

The courses of study have been arranged with a view to educating young women to meet the needs of Virginia conditions and to render the best service to their State. This is a Normal School and, as such, it accepts as its mission the preparation of its students to become the best-trained teachers for our public schools, or for useful and happy home life, and citizenship.

To this end the school offers five courses, of two years each, leading to a full diploma, as follows:

Course I—To prepare for teaching the primary grades.

Course II—To prepare for teaching the intermediate and grammar grades.

Course III—To prepare for teaching the high-school grades.

Course IV—A course in Home Economics.

Course V—A Commercial Teacher Training Course.

All work in the Normal School is accredited by the State Board of Education toward a regular teacher's certificate. Detailed information about this will be furnished upon application to the Registrar of the school.

Completion of any one of these five courses entitles the student to a full diploma. The possession of this diploma entitles the holder to the Normal Professional Certificate, issued by the State Board of Education, good for ten years and renewable for a similar period from time to time. The holder is authorized to teach in the elementary schools and the first two years of high school.

Students who complete the Junior work in any one of these courses, based upon sixteen high school units, may receive the Elementary Professional Certificate, issued by the State Board of Education, good for six years and renewable for a similar period from time to time. The holder is authorized to teach in the elementary schools.

All of these courses are based upon the completion of the work required of the first-grade Virginia high school, or its equivalent. While sixteen units are required, students who have fourteen units may enter the Junior work in these courses conditioned upon the two lacking units.

The Virginia Normal School Board invites careful attention to the following resolutions which were adopted by the Board April 12, 1919, and which are of very great importance to the future development of the Normal Schools:

Resolved, That the most fundamental work of the State Normal Schools and their most important function is to train teachers for the elementary schools. Ample provision must be made for this training and proper facilities therefor must be provided before any of the appropriation from the State or revenues from the schools can be used for any other purposes. Be it further

Resolved, That the increased demand in the State for teachers of high-school subjects, for teachers in special departments, and for rural supervisors should be met by the State Normal Schools as far as possible without interfering with their primary function.

Resolved, That in order to avoid unnecessary duplication of effort and to contribute to the most economic use of public funds, the work of training high-school and special teachers and rural supervisors is hereby arranged in accordance with a plan of differentiation of work which will make it unnecessary for each one of the State Normal Schools to carry the heavy burden of a large number of special courses paralleling similar courses in other schools.

The work common to all of the schools will be as follows:

1. Two-year courses for the training of elementary teachers.

2. Modification of the two-year course to meet the needs of students who may desire to pursue any one of the special four-year courses assigned to the several Normal Schools as outlined below. These modified two-year courses are the same as the courses of similar length now being offered at the Normal Schools, it not being the intention of the Normal School Board to interfere with the present catalogued two-year course. Such modified two-year courses at whatever Normal School taken will be credited as the first two years of the special four-year course assigned to any one of the Normals. In this way students will have preserved their appropriate credits.

In accordance with this plan, every school is assigned a specified subject, but every other school is given the liberty of offering the present two-year course in that subject. This arrangement is preserved in order that young women may go from one Normal for advanced work in a special subject or subjects to another Normal without suffering inconvenience or loss of credits. The only exception to this arrangement is found in the case of the commercial course, which will be offered in its entirety at Fredericksburg.

The differentiated work of advanced grade leading to degrees is assigned to the particular schools as follows:

To Farmville, a four-year course for the training of high-school teachers.

To Harrisonburg, a four-year course for the training of teachers in home economics.

To Fredericksburg, a four-year course for the training of teachers in music, industrial arts, and commercial subjects.

To Radford, a four-year course for the training of supervisors of elementary schools and for specialists in rural education. To Radford is also assigned the task of extension work in rural education. This is a wide field of endeavor, and all of the Normal Schools are expected to coöperate in the future as in the past, but under this plan the Radford Normal is given the duty to study the needs of, and give, general direction to rural extension work.

In view of the fact that all of the Normals have heretofore been allowed to offer four-year courses for the training of high-school teachers, it would be an apparent hardship on students who have entered these courses not to allow some period in which readjustment can be made. The operation of this resolution will therefore become effective July 1, 1921. In the meantime no Normal School will accept new students for the third and fourth

years in any special department other than that assigned to it by this resolution.

In pursuance of this resolution the Fredericksburg Normal School is offering its Commercial Teacher Training Course, and will give both the Junior and Senior years next session.

This course is primarily designed to prepare teachers of the commercial subjects, for which there is a rapidly growing demand in Virginia. Graduates of accredited high schools are eligible to this course. Upon completion of the two years the student is given the Diploma of the school and a State Certificate of equal dignity to that granted graduates in our other courses. This course is also open to Normal School and College graduates. See elsewhere in this catalogue a detailed outline of this course.

SPECIAL COURSES

Students holding first-grade certificates may enter the same professional class in any course with graduates of a four-year high school, and, after successfully completing that year of professional work, will be issued by the State Board of Education the Elementary Professional Certificate, good for six years and renewable for a similar period from time to time.

The school does not encourage students to be satisfied with the lower grade certificates, but urges them to plan, if possible, to remain at the school and complete the course for a full diploma.

The school reserves the right not to organize any class or elective group unless there are at least ten applicants.

DEGREE COURSES

All four of the State Normal Schools are maintained by the Virginia Normal School Board on a parity. That is, all of the schools are giving two-year teacher training courses as their major work, and each school above this is given the privilege of developing a four-year degree course in a special line. The special line assigned the Fredericksburg Normal is Music Supervision, Industrial Arts, and Commercial Subjects. Owing to the lack of demand in the State at the present time for any considerable number of music supervisors or specialists in Industrial Arts, this Institution is at this time offering only a two-year course in these branches. It has established its Commercial Teacher Training Course on a two-year basis, which as the demand increases may be extended to a full four-year course. The other specialties assigned this institution may in time be placed upon a four-year basis. For the present, ninety-five per cent. of those preparing to teach do not pursue more than a two-year course, and this

institution, therefore, is concentrating its efforts and money on the maintenance of thorough-going and efficient two-year courses, rather than dissipating its efforts and money on four-year courses to accommodate a mere handful of students.

The school stands ready to extend any or all of these courses to a four-year basis, and will do so as early as there is sufficient demand.

HIGH SCHOOL DEPARTMENT ELIMINATED

We shall eliminate our undergraduate or High School Department beginning with next session, devoting all our money, time, and energies to the professional courses for the training of teachers. This places us upon a wholly professional basis and raises our standards. Only High School graduates or holders of first-grade certificates, or those having a minimum of fourteen units may be received as students.

TWO GIRLS TO A ROOM

We have taken a highly desirable, advanced step in providing that for next session only two girls will be placed in a dormitory room, with the exception of the large, corner rooms, in which three may be placed.

ENTRANCE CREDITS AND CLASSIFICATION

The credits to which the student is entitled will be decided by the Registrar of the school and will be based upon the last rating of State High Schools by the Department of Public Instruction.

It is not necessary for students entering from first and second-grade Virginia high schools to submit for entrance credits any statement of their former work, since the State Department of Public Instruction has prepared a list of credits to which all first and second-grade high-school graduates for the session 1920-1921 are entitled. This published list will be adhered to in deciding the entrance credits of such graduates entering this institution for next session.

Should a student claim credit beyond the State's rating of the school from which she comes, she should present her principal's certificate setting forth such claim for credit. These cases will be handled individually after consultation and in coöperation with the Department of Public Instruction.

Students entering from private schools which have been inspected and accredited by the State Department of Public Instruction, will be given such credit as is allowed the school by the department. Such credits should be certified by the prin-

cial, or a certificate of graduation from the principal presented. Students entering from unrecognized private schools must take entrance examinations, and will be classified accordingly.

In accrediting students from three- and four-year high schools the following requirements of the State Board of Education will be adhered to in all of the Normal Schools for Women :

“Students from four-year high schools with eight months’ terms will have their entrance credits scaled one-ninth. Before graduation from a State Normal School, such students must satisfy the entrance requirements which are based on graduation from a four-year high school with nine months’ term. The deficiency caused by the eight months’ term is to be made up by requiring such students to take not less than one-third unit in English and sufficient other work in the different high-school subjects, the credit to be not less than one-third of a unit per subject.”

Teachers holding first-grade certificates will be admitted to any of the Junior courses. Exhibition of the certificate is the only evidence required.

Students who have fourteen units of credit may register for the Junior Course, conditioned on the two lacking units. No student lacking more than two high-school units is permitted to enter.

A student shall be considered to belong to that class in which she has the major portion of her work.

Students who have pursued successfully advanced work, either academic or professional, at other accredited institutions, will be allowed suitable credit for such work on entrance to this institution.

Students who wish to specialize in music, household arts, hand-work, and agriculture may be classified as special students, and, on completing a special course showing adequate preparation to teach such special subject or subjects, will be given by the State Department of Public Instruction a special certificate good for five years and renewable for five.

Students whose courses have been interrupted will conform in graduation to the requirements of the latest catalogue.

It is understood that a unit of work is the successful completion of the subject matter contained in said unit during a nine months’ session for a class period of forty minutes five times a week.

RECORDS AND REPORTS

A careful record is kept in the office of the Registrar of the entrance credits and work at this institution of all students in all departments, and reports of students' work will be mailed to parents three times a session, or at the close of each quarter. Special reports will be sent at other times if circumstances justify it or it seems advisable.

Students are notified at frequent intervals by the instructors of deficiencies in their work, and are given every opportunity and encouragement to make up such deficiencies.

To be awarded any diploma a student's record in both work and conduct must be satisfactory. No diploma will be awarded until all financial obligations have been discharged. In addition, however good the work in other subjects may be, a student will not be awarded a diploma if she is notably deficient in *spelling*, *writing*, or *English composition*, or if she has failed in her *practice teaching*.

SELECTION OF WORK

Students will be guided in accordance with their best interests in the selection of work by the Registrar of the school. Students are particularly cautioned not to act upon unofficial and often incorrect information as to the nature of courses or their rights and privileges in selection of courses obtained from students or other unofficial sources. They should consult the Registrar as to their work as soon after arrival as possible and not delay in the selection of their studies.

No student is permitted to take any class which conflicts with the regular, fixed program. The schedule is arranged so as to meet the requirements of the regular-course students. It will necessarily be difficult in many cases and impossible in some for those students who are irregular in their classification to get in their schedule every subject they may wish to take. Such students should not expect this. Deficiencies and irregularities of this kind, if they can not be cured through our regular schedule of work, must be made up by special work in the Summer School or in some other approved way.

THE QUARTER BASIS

Beginning with the session 1918-1919 all the professional work of this institution was put on the quarter basis. That is, the work of the nine months' session is divided into three quarters of twelve weeks each, instead of two terms of eighteen weeks as heretofore.

SUMMER QUARTER

In the summer of 1922 this Institution expects to offer a full summer quarter course equal in value and credits to any other quarter of work.

The completion of any three quarters' work, whether consecutive or not, shall constitute a full session's work.

Students may therefore enter at the beginning of any quarter. Each quarter's work in the several professional subjects is a coherent and complete section of work within itself. The course of study has been so arranged as to maintain this quarter unity. While subjects occurring in two or more quarters in the same year may be related in the several quarters, yet the work of each quarter is so separate and distinct from that of any other quarter that a student does not necessarily have to have, except in a few cases, the preceding quarter's work as a prerequisite for intelligently prosecuting the work of the quarter chosen.

GENERAL NOTES

1. Students are roomed by classes in order to facilitate good study conditions.

2. In addition to the regular study hours in the evening, students are expected to maintain quiet in the dormitories during the school day and to use to the best advantage the time when not in class.

3. Students are permitted to make home or week-end visits not oftener than once in four weeks, and then only upon permission at such times as special lectures or other school activities do not interfere. Permissions for such visits will not be granted for the last two week-ends before holidays as announced in the catalogue, except in cases of emergencies.

4. Students who are compelled to withdraw from the school for any cause are expected to do so only after their parent or guardian has communicated with the President of the school.

Courses of Study for 1921-22

Course I. Junior Year—Leading to Teaching in Primary Grades.

				Class	Periods	Credits.			
Ed.	101	102	Ed. Psychology.....	3	3	0	3	3	0
Ed.		103	Sch. Org. & Mgt.....	0	0	3	0	0	3
Ed.	122	123	Primary Education..	0	3	3	0	3	3
Ed.	142	143	Observation.....	0	2	2	0	1	1
Eng.	101	102	Fund. & Grade Lit..	3	3	3	3	3	3
Math.	101		Rev. of Arith.....	2	0	0	2	0	0
Art	101		Writing.....	2	0	0	0.5	0	0
Art	131		Drawing.....	2	0	0	1	0	0
Art		132	Drawing & Handwk..	0	4	4	0	2	2
Art	171	172	Music.....	2	2	2	1	1	1
Science	101		Biol. & Nat. Study...	4	0	0	2	0	0
Science		102	Nature Study.....	0	3	3	0	2	2
Health Ed.	101	102	Phys. Ed. & Hyg.....	2	2	2	1	1	1
				22	22	22	13.5	16	16

Electives: One group required.

Group A.

Science	151		Geography.....	2	0	0	2	0	0
Science		152	Home Geog.....	0	2	2	0	2	2
Hist.	101		Epochs of Amer. Hist.	3	0	0	3	0	0
Hist.	111	112	Citizenship.....	2	1	1	2	1	1
Art		102	Writing.....	0	2	2	0	0.5	0.5
				7	5	5	7	3.5	3.5

Group B.

Home Ec.	101	102	Foods & Cookery....	5	5	0	3	3	0
Home Ec.		103	Clothing.....	0	0	5	0	0	3
Hist.	101		Epochs of Am. Hist..	3	0	0	3	0	0
Arts		152	Industrial Arts.....	0	3	3	0	2	2
				8	8	8	6	5	5

Music 181-182 is elective in all Junior courses except V. for those who have had Music 171-172, or its equivalent.

Course II. Junior Year—Leading to Teaching in Intermediate and Grammar Grades.

				Class	Periods	Credits			
Ed.	101	102	Ed. Psychology.....	3	3	0	3	3	0
Ed.		103	Sch. Org. & Mgt.....	0	0	3	0	0	3
Ed.	132	133	Int. & Gram. Gr. Ed.	0	3	3	0	3	3
Ed.		152	Observation.....	0	2	2	0	1	1
Eng.	101	102	Fund. & Gr. Lit.....	3	3	3	3	3	3
Math.	101		Rev. of Arith.....	2	0	0	2	0	0

			Class Periods			Credits		
Math.	102	Grade Arith.....	0	2	0	0	2	0
Arts	101	Writing.....	2	0	0	0.5	0	0
Arts	131	Drawing.....	2	0	0	1	0	0
Arts	132	Drawing & Handwk...	0	4	4	0	2	2
Arts	171	Music.....	2	2	2	2	2	1
Science	101	Biol. & Nat. Study...	4	0	0	2	0	0
Science	102	Nature Study.....	0	3	3	0	2	2
Health Ed.	101	Phys. Ed. & Hyg.....	2	2	2	1	1	1
			22	24	22	13.5	18	16
Electives: One group required.								
Group A.								
Science	151	Geography.....	2	0	0	2	0	0
Science	162	Project Geography...	0	2	2	0	2	2
Hist.	101	Epochs of Am. Hist...	3	0	0	3	0	0
Hist.	111	Citizenship.....	2	1	1	2	1	1
Art	102	Writing.....	0	2	2	0	0.5	0.5
			7	5	5	7	3.5	3.5
Group B.								
HomeEc.	101	Foods & Cookery....	5	5	0	3	3	0
HomeEc.	103	Clothing.....	0	0	5	0	0	3
Hist.	101	Epochs of Am. Hist...	3	0	0	3	0	0
Arts	152	Industrial Arts.....	0	3	3	0	2	2
			8	8	8	6	5	5

Course III. Junior Year—Leading to Teaching in the High School.

Ed.	101	Ed. Psychology.....	3	3	0	3	3	0
Ed.	112	Prs. Secondary. Ed. .	0	2	3	0	2	3
Ed.	163	Observation.....	0	0	2	0	0	1
Eng.	101	Fund. & H. S. Lit....	3	3	3	3	3	3
Math.	101	Rev. of Arith.....	2	0	0	2	0	0
Math.	112	High Sch. Math.....	0	2	2	0	2	2
Art	101	Writing.....	2	0	0	0.5	0	0
Art	131	Drawing.....	2	0	0	1	0	0
Art	171	Music.....	2	2	0	1	1	0
Science	101	Biol. & Nat. Study...	4	0	0	2	0	0
Science	112	Agriculture.....	0	3	5	0	2	3
Science	122	General Science.....	0	3	3	0	2	2
Health Ed.	101	Phys. Ed. & Hyg.....	2	2	2	1	1	1
			20	20	20	13.5	16	15
Electives: One group required.								
Group A.								
Science	151	Geography.....	2	0	0	2	0	0
Science	172	Economics.....	0	2	2	0	2	2
History	101	Epochs of Am. Hist...	3	0	0	3	0	0
History	111	Citizenship.....	2	0	0	2	0	0
History	122	Mod. Europe.....	0	2	3	0	2	3
Arts	152	Industrial Arts.....	0	3	3	0	2	2
			7	7	8	7	6	7

				Class Periods			Credits			
Group B.										
H. Econ.	101	102		Foods & Cookery....	5	5	0	3	3	0
H. Econ.			103	Clothing.....	0	0	5	0	0	3
History	101			Epochs of Am. Hist...	3	0	0	3	0	0
Arts		152	153	Industrial Arts.....	0	3	3	0	2	2
History	111	112	113	Citizenship.....	2	1	1	2	1	1
					10	9	9	8	6	6

Latin, French, Higher Mathematics, or other high school content subjects will be offered here if there is sufficient demand for them.

Course IV. Junior—Home Economics Course.

Ed.	101	102	Ed. Psychology.....	3	3	0	3	3	0
Ed.		103	Sch. Org. & Mgt.....	0	0	3	0	0	2
Ed.		132 133	Int. & Gram. Gr. Ed.	0	3	3	0	3	3
Ed.		152 153	Observation.....	0	2	2	0	1	1
Eng.	101	102 103	Fund. & Grade Lit. .	3	3	3	3	3	3
Art	101		Writing.....	2	0	0	0.5	0	0
Art	131	142 143	Dr., Design. & Hdw..	2	2	2	1	1	1
Art	171	172 173	Music.....	2	2	2	1	1	1
Science	101	102 103	Biol. & Nat. Study...	4	3	3	2	2	2
HealthEd.	101	102 103	Phys. Ed. & Hyg.....	2	2	2	1	1	1
				18	20	20	11.5	15	15

Electives: One group required.

Group A.

Science	151		Geography.....	2	0	0	2	0	0
Science	141	142 143	Home Chemistry....	3	3	3	2	2	2
Home Ec.	111	112	Advanced Cookery...	5	5	0	3	3	0
Home Ec.		113	Adv. Clothing.....	0	0	5	0	0	3
History	101		Epochs of Am. Hist..	3	0	0	3	0	0
				13	8	8	10	5	5

Group B.

Science	131	132 133	Chemistry.....	3	3	3	2	2	2
Home Ec.	101	102	Foods & Cookery....	5	5	0	3	3	0
Home Ec.		103	Clothing.....	0	0	5	0	0	3
Hist.	{101		Epochs of Am. Hist...	3	0	0	3	0	0
Science or	{151		Geography.....	(2)	0	0	(2)	0	0
Art		102 103	Writing.....	0	2	2	0	0.5	0.5
				11	10	10	8	5.5	5.5

General Electives: May be taken, or substituted upon permission from the classification committee.

Science	162	163	Project Geography...	0	2	2	0	2	2
Arts		162 163	Home Mechanics....	0	3	3	0	2	2
Math.	101		Rev. of Arith.....	2	0	0	2	0	0
Math.	102		Grade Arith.....	0	2	0	0	2	0

Students who have had Chemistry will take Science 141-142-143 in Group A, Electives.

Course V. Junior—Leading to Teaching Commercial Subjects in the High School.

				Class	Periods		Credits
Ed.	101	102	Ed. Psychology.....	3	3	0	3 3 0
Ed.		112 113	Prs. Secondary Ed....	0	2	3	0 2 3
Ed.		163	Observation.....	0	2	2	0 0 1
English	121	122 123	Bus. English.....	3	3	3	3 3 3
Math.	111	112	Bus. Arith.....	3	3	0	1.5 1.5 0
Arts	101	102 103	Bus. Writing.....	2	2	2	0.5 0.5 0.5
Com. Ed.	101	102 103	El. Bookkeeping.....	5	5	5	5 5 5
Com. Ed.	111	112 113	Shorthand.....	5	5	5	5 5 5
Com. Ed.	121	122 123	Typewriting.....	5	5	5	5 5 5
Health Ed.	101	102 103	Phy. Ed. & Hyg.....	2	2	2	1 1 1
				28	28	27	24 24 25.5

Course I. Senior Year—Leading to Teaching in Primary Grades.

				Class	Periods		Credits
Ed.	201	202	Soc. Prin. of Ed.....	5	5	0	5 5 0
Ed.		213	Hist. of Ed.....	0	0	5	0 0 5
Ed.		223	Rural Sociology.....	0	0	3	0 0 3
*Ed.	231	232	Practice Teaching....	(18)	(18)	0	(18) (18) 0
*Ed.	241	242	Conference.....	(3)	(3)	0	(3) (3) 0
Ed.		253	Observ. & Disc.....	0	0	4	0 0 2
Eng.	201	202 203	Types of Great Lit...	3	3	3	3 3 3
Arts		233	Appreciation.....	0	0	3	0 0 1.5
H. Educ.	231	232	Hygiene.....	3	3	0	3 3 0
H. Educ.	201	202 203	Ed. Gymnastics.....	2	2	2	1.5 1.5 1.5
				13	13	20	12.5 12.5 16

Electives: One group required.

Group A.

Arts Any	{	221	222	223	Advanced Music.....	3	3	3	3	3	3
Arts Two	{	201	202	202	Adv. Draw. & Hdwk.	3	3	3	2	2	2
Hist.	{	201	202	203	Am. Hist. & Civics...	(3)	(3)	(2)	(3)	(3)	(2)
English		211	212		Contemporary Lit....	3	3	0	3	3	0
						9	9	6	8	8	5

Group B.

H. Econ.	221	222 223	Clothing.....	5	5	5	3 3 3
H. Econ.	201	202 203	Foods & Cookery....	3	3	3	2 2 2
H. Educ.	241	242	Home Nursing.....	2	2	0	2 2 0
				10	10	8	7 7 5

*For teaching Seniors only.

Course II. Senior Year—Leading to Teaching in Intermediate and Grammar Grades

				Class	Periods		Credits
Ed.	201	202	Social Prin. of Ed....	5	5	0	5 5
Ed.		213	Hist. of Ed.....	0	0	5	0 0
Ed.		223	Rural Sociology.....	0	0	3	0 0
*Ed.	231	232	Practice Teaching....	(18)	(18)	0	(18) (18)
*Ed.	241	242	Conference.....	(3)	(3)	0	(3) (3)

		Class Periods			Credits		
Ed.		253	Observ. & Disc.....	0	0	4	0 0 2
English	201 202	203	Types of Great Lit...	3	3	3	3 3 3
Arts		233	Appreciation.....	0	0	3	0 0 1.5
H. Educ.	231 232		Hygiene.....	3	3	0	3 3 0
H. Educ.	211 212	213	Ed. Gymnastics.....	2	2	2	1.5 1.5 1.5
				13	13	20	12.5 12.5 16

Electives: One group required.

Group A.

Arts Any	{221 222 223	Adv. Music.....	3	3	3	3	3	3
Arts Two	{201 202 203	Adv. Dr. & Hdwk...	3	3	3	2	2	2
Hist.	{201 202 203	Am. Hist. & Civics..	(3)	(3)	(2)	(3)	(3)	(2)
English	211 212	Contemporary Lit...	3	3	0	3	3	0
				9	9	6	8	8 5

Group B.

H. Econ.	221 222 223	Clothing.....	5	5	5	3	3	3
H. Econ.	201 202 203	Foods & Cookery....	3	3	3	2	2	2
H. Educ.	241 242	Home Nursing.....	2	2	0	2	2	0
				10	10	8	7	7 5

*For teaching Seniors only.

Course III. Senior Year—Leading to Teaching in the High Schools.

Ed.	201 202	Soc. Prin. of Ed.....	5	5	0	5	5	0
Ed.		213 Hist. of Ed.....	0	0	5	0	0	5
Ed.		223 Rural Sociology.....	0	0	3	0	0	3
*Ed.	231 232	Practice Teaching....	(18)	(18)	0	(18)	(18)	0
*Ed.	241 242	Conference.....	(3)	(3)	0	(3)	(3)	0
Ed.		263 Observ. & Disc.....	0	0	4	0	0	2
English	201 202 203	Types of Great Lit...	3	3	3	3	3	3
Arts		233 Appreciation.....	0	0	3	0	0	1.5
H. Educ.	231 232	Hygiene.....	3	3	0	3	3	0
H. Educ.	221 222 223	Ed. Gymnastics.....	2	2	2	1.5	1.5	1.5
				13	13	20	12.5	12.5 16

Electives. One group required.

Group A.

Arts	{221 222 223	Advanced Music.....	3	3	3	3	3	3
Arts or	{201 202 203	Adv. Dr. and Hdwk..	(3)	(3)	(3)	(2)	(2)	(2)
English	{211 212	Contemporary Lit...	3	3	0	3	3	0
Lang. or	{201 202 203	French or Latin.....	(3)	(3)	(2)	(3)	(3)	(2)
History	201 202 203	Am. Hist. & Civics...	3	3	2	3	3	2
				9	9	5	9	9 5

Group B.

H. Econ.	221 222 223	Clothing.....	5	5	5	3	3	3
H. Econ.	201 202 203	Foods & Cookery....	3	3	3	2	2	2
H. Educ.	241 242	Home Nursing.....	2	2	0	2	2	0
				10	10	8	7	7 5

*For teaching Seniors only.

Course IV. Senior Year—Home Economics Course.

				Class Periods			Credits		
Ed.	201	202	Soc. Prin. of Ed.....	5	5	0	5	5	0
Ed.	or	213	History of Ed.....	0	0	(5)	0	0	(5)
		223	Rural Sociology.....	0	0	3	0	0	3
*Ed.	231	232	Practice Teaching....	(18)	(18)	0	(18)	(18)	0
*Ed.	241	242	Conference.....	(3)	(3)	0	(3)	(3)	0
Ed.		253	Observ. & Disc.....	0	0	4	0	0	2
English	201	202	203 Types of Great Lit...	3	3	3	3	3	3
Arts		233	Appreciation.....	0	0	3	0	0	1.5
H. Educ.	231	232	Hygiene.....	3	3	0	3	3	0
H. Educ.	211	212	213 Ed. Gymnastics.....	2	2	2	1.5	1.5	1.5
				13	13	15	12.5	12.5	11
				or 13					

Electives: One group required.

Group A.

H. Econ.	231	232	233	Clothing (Adv.).....	5	5	5	3	3	3
H. Econ.	211	212	213	Foods & Cook. (Adv.)	3	3	3	2	2	2
		243		Home Management..	0	0	3	0	0	3
H. Educ.	241	242		Home Nursing.....	2	2	0	2	2	0
Science	201	202	203	Home Chemistry.....	3	3	3	2	2	2
					13	13	14	9	9	10

Group B.

H. Econ.	221	222	223	Clothing.....	5	5	5	3	3	3
H. Econ.	201	202	203	Foods & Cookery....	3	3	3	2	2	2
H. Educ.	241	242		Home Nursing.....	2	2	0	2	2	0
H. Econ.		243		Home Mgt.....	0	0	3	0	0	3
Art	211	212	213	Design.....	2	2	2	1	1	1
					12	12	13	8	8	9

*For teaching Seniors only.

Students who took Science 131-132-133 in the Junior Year will take Science 201-202-203 of Group A. Electives, in the Senior Year.

Course V. Senior—Leading to Teaching Commercial Subjects in the High School.

				Class Periods			Credits			
English	221	222	223	Business English.....	2	2	2	2	2	2
Com. Ed.		202	203	Meth. Tchg. Com. Sub.	0	5	2	0	5	2
Com. Ed.	211	212		Accounting, (unprep.)	5	2	0	2.5	1	0
Com. Ed.	221	222	223	Shorthand.....	4	5	5	4	5	5
Com. Ed.	231	232	233	Type writ'g (unprep.)	4	5	5	2	2.5	2.5
Com. Ed.	241	242		Office Train'g, (unprep.)	4	8	0	2	4	0
Com. Ed.	251			Commercial Educa...	0	0	2	0	0	2
Com. Ed.	251			Commercial Law.....	5	0	0	5	0	0
Com. Ed.			253	El. Economics.....	0	0	4	0	0	4
Com. Ed.			263	Bus. Administra....	0	0	4	0	0	4
Science	211	212		Commercial Geog....	3	3	0	3	3	0
H. Ed.	221	222	223	Ed. Gymnastics.....	2	2	2	1.5	1.5	1.5
					29	32	26	22	24	23

SPECIAL NOTES ON COURSE OF STUDY

1. The course of study is based upon the intensive rather than the extensive plan, and a high standard is maintained for the work. The courses are based upon approximately 20 "credit points." Unprepared subjects receive one-half count. Class periods are 50 minutes in length. Laboratory subjects have double periods.

2. Teachers are expected to arrange their work in accordance with the outlined course of study. No departure from this course is permissible, except by consent of the Course of Study Committee.

3. A rational printed schedule will be made out and posted before the beginning of the session, based upon the course of study, and no student is permitted to take subjects in conflict with the schedule.

4. All work in excess of 20 credit points may be counted on conditions by students entering the school on less than 16 units of high school work.

5. In all courses the time required for preparation is to be at least as much as the class time, except in case of laboratory subjects. In this case, half the laboratory time may be required for outside preparation. Each instructor is responsible for enforcing this time requirement. A maximum of twice the class time may be required.

6. Electives not in a student's course may be taken only if there is no schedule conflict and after consultation with the Course of Study Committee.

7. The school reserves the right not to form any class for less than ten students.

8. All students are required to take Chorus Music for the two years, except while teaching.

9. Teaching seniors have no class work except such as is related directly to their needs in the training school, such as conferences, practice in black-board work, etc. This should mean increased development as a teacher.

10. The use of the library is encouraged by teaching students how to use the card index, the reader's guide, shelf lists, etc.

While this work is encouraged in all classes, it is made a definite part of the English course of the Junior year, and is directed by the head of the English department and the librarian.

11. A special course in Physical Inspection and School Hygiene is given in the Junior year to meet the requirements of the West Bill, for those who may be unable to return for the Senior year's work, where a more extensive course is given in Hygiene.

Departments of Instruction

EDUCATION

The purpose of the courses in this department is to prepare young women for the work of organizing, governing, and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last acquirement is found in the actual teaching under direction in the Training School and near-by rural schools.

JUNIOR YEAR

101-102: Educational Psychology. Three phases of psychology are dealt with in this course. The first half of the course deals more with general psychology and undertakes to give the beginning student a background for the more specific study of the second half, and also a basis for certain other studies. The second half of the course deals more specifically with the child and the processes of his growth and development. Educational and intelligence tests are given in connection with this part of the study.

101: Educational Psychology. Here the emphasis is on some of the more simple physical and mental processes and their relation to education. The nervous system, and the influence of bodily conditions upon mental processes are studied. Sensation, perception, memory, imagination, and the other elementary mental processes are taken up in order. Especial attention is given to instincts, capacities, habits, reasoning, and the laws governing their growth and development.

Three periods per week for the first quarter.

102: Educational Psychology. In this quarter the emphasis is on the child and the laws of growth and development. It is being recognized more and more that "the child is not an adult," that there are instincts and tendencies peculiar to every stage in child development. In this course a study is made of child nature, instincts, capacities, individual differences, general characteristics of the periods of childhood, adolescences, adulthood, and the most approved methods of dealing with each period. Precocious and defective children are also considered, and suggestions are offered for their care. Various educational tests and measurements are applied in connection with the study.

Three periods per week for the second quarter.

103: School Organization and Management. In this course the school is studied as an institution. Organization for the saving of time, the elimination of friction, and for obtaining the best possible results is considered. Some of the topics studied are the course of study, classification, grading, promotion, retardation, home work, and supervised study. Under management is considered general routine, such as the daily program, handling class materials and wraps, passing into and out of the building, fire drills, conducting the noon and recess periods, and other management factors that confront the teacher.

Three periods for the third quarter.

122-123: Primary Education. This course presents and discusses the aims and objectives of primary education; the educative values as related to the subject matter of the primary curriculum, and the most effective methods of presenting such subject matter. The course of study of the Virginia Elementary Schools is used as a guide. The major emphasis is on Reading, however, as this is the big problem of the beginner.

122: Primary Education. A. Presentation and discussion of the aims, values, subject matter and method as definitely related to Primary Education.

B. Reading. The purpose of this part of the course is (1) to lead the students to see and to discuss the problems that arise in the teaching of reading, and to devise adequate solutions; (2) to familiarize the students with the many types of primary readers, and to enable them to select and use the best effectively; (3) to discuss and work out with students the various types of reading lessons used in the primary grades and to illustrate these types and the use of correlated materials in the organizing of lessons

and lesson plans; (4) to show the application of the principles of education in the teaching of primary reading.

C. Child Literature. A study is made of literature appropriate for the first three grades. The course aims to present material which will give knowledge for appreciation and selection of stories suitable for children in the primary grades, and the methods of teaching these to the children. Special emphasis is placed on story telling and dramatization. An opportunity is provided for individual presentation by members of the class.

Three periods per week for the second quarter.

123: Primary Education. The purpose of this part of the course is (1) to select and organize subject matter in language, spelling, arithmetic, and community life that will be of value to children in the primary grades; (2) to observe and discuss methods of teaching this subject matter in language, spelling, arithmetic and community life; (3) to organize projects for primary grades in which the subjects of the primary curriculum become a social unit.

Three periods per week for the third quarter.

142-143: Observation and Discussion: Primary. This course is an integral and correlated part of the Primary Education Course. Following the presentation of methods of teaching a subject, the class observes in the Training School this method demonstrated by trained teachers. The observation is followed by a discussion of the application of the method previously studied. As is determined by the Primary Education Course, the lessons observed show in sequence the same subject taught in the different grades. This enables prospective teachers, after studying subject-matter and methods, to see how to adapt the material and method of presentation to the development of children of different grades.

One double period per week for the second and third quarters.

132-133: Intermediate and Grammar Grade Education. The purpose of this course is to emphasize the methods of teaching English, History, Geography and Arithmetic, based on educational principles. The work of the two quarters is devoted to a study of the Course of Study used in Virginia Elementary Schools for these subjects, and the methods of presenting this subject matter. Free class-room discussion is conducted, and each student should get an average knowledge of the standards for judging relative values, and good teaching. Special emphasis is placed on the selection of material, questioning, lesson plans, devices and

plans for motivation of the work in these subjects and the correlation of these one with another, and with the other subjects in the grades.

Three periods per week for the second and third quarters.

152-153: Observation and Discussion: Intermediate and Grammar. This course supplements the work in Grammar Grade Education 132-133 in the various subjects. Students see classes taught in the subjects of the intermediate and grammar grades, and discuss the work observed, from the standpoint of educational principles developed in the Grammar Grade Education Course.

One double period per week for the second and third quarters.

112-113: Principles of Secondary Education. The purpose of this course is to give students a broader and more comprehensive view of the field of high school education, and to lay the foundations in approved educational principles for the later practical work of the teachers in the high school.

112: Principles of Secondary Education. Some of the subjects dealt with in this quarter are: Adolescence, and the teacher's problems growing out of it; the organization and aims of the high school; the art of study, reinforced by observation of classes in supervised study; the curriculum from the standpoint of its content and relative value of studies; the real educational and disciplinary value of a subject; and the best methods of study.

Text: Colvin, *An Introduction to High School Teaching.*

Two periods per week for the second quarter.

113: Principles of Secondary Education. This quarter deals more with the teaching side, and takes up such subjects as the following: The high school as a social factor; its relation to elementary and higher education; the principles and methods of teaching the various high school studies; the lesson plan; program making; directing the various school activities, both in and out of the schoolroom.

Text: Same as in 112.

Three periods per week for the third quarter.

163: Observation and Discussion: High School. The observation and discussion in the high school course form an integral part of the course in Principles of Secondary Education 112-113. The aim is to give students an opportunity to see various methods of conducting and teaching a class and to follow this observation up

by a discussion of the lesson observed, in the light of methods and principles with which they have become familiar in research and class study. In this way theory and practice are closely related.

Two periods per week for the third quarter.

SENIOR YEAR

213: History of Education. In this course a brief survey is made of the development of the educational system from primitive times to the present day. A contrast is made between the Chinese, Greek, and Roman conceptions of education. The contribution of the Monasteries and Palace Schools to civilization; the growth of Scholasticism and the Universities; the Renaissance and the Reformation,—are topics of interest in the course. Especial attention is given to the evolution of the modern conception of education through the Naturalistic, Psychological, Scientific, and Sociological movements, under such representative leaders as Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Bacon, Locke, and others. The growth and changing educational ideals in Virginia are studied with some care during the latter part of the term.

Text: Graves, Students' History of Education.

Reference Books: Monroe, Briefer Course in the History of Education; Cyclopedia of Education; Parker, History of Modern Elementary Education; Heatwole, History of Education in Virginia, and others.

Five periods per week for the third quarter.

201-202: Social Principles of Education. This is a combination lecture, research, and current events course. The lectures cover in an elementary way the forces which have been and are making for civilization, and those which retard it; also the intimate relationship existing between society and its institutions, especially the schools. Special reports are made by the students bearing upon the real meaning and place of education in a democracy, covering in the main the thoughts developed by Dewey in *Democracy and Education*, Horne in *Philosophy of Education*, and Butler in *The Meaning of Education*. Current topics on various phases of social work and betterment are reported upon from day to day. The need of a social viewpoint in education, and its relation to the vocations, arts, religion, and right living are emphasized throughout the course.

Five periods per week for the first quarter.

Repeated in the second quarter.

223: Rural Sociology. This is a practical course in rural school problems and rural social life and organization. It is intended to give the teacher a broader background for a realization of her wider field of service through and beyond the schoolroom.

The following partial list of topics gives an idea of the course: The place of the rural school in the general scheme of education; rural school and rural life problems; organization and movements in the United States looking to their solution; courses of study; sanitation; the teacher as a community leader; the school as the social center; the school library; public exercises; the school as the center and source of information and inspiration in all community activities; analysis of conditions in Virginia; part the rural school teacher is to play in remedying the defects found in the work and life of our rural communities.

Three periods per week for the third quarter.

231-232: Practice Teaching. Courses in principles and theories of education, methods of teaching various school subjects, and observation of teaching done by supervisors in the Training School, form the basis for a course in practice teaching. This course is required of every candidate for a diploma in courses 1, 2, and 3. Practice teaching is also given in course 4, with special attention to household arts subjects, and in course 5 with special emphasis on commercial subjects. Its purpose is to give to the student teacher the ability to put into practice the methods and principles which have previously been studied; efficiency in the method of presenting subject matter; ability to control children; and skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades, and is required to observe the teaching of the subjects in the other grades of the school. Every senior teaches half of each school day for a period of twelve weeks, and has definite observation and discussion work for twelve additional weeks. Educational tests are given during the teaching term by each senior, thus assuring her acquaintance with the tests, and giving her a scientific basis for grading her students.

In addition to observation and practice teaching in the city training school, opportunity is given for observation and practice teaching in a two-room rural school and in a consolidated rural school in Spotsylvania county.

241-242: Conference. Three hours each week are set aside for the head of the Department of Education and the Training School Supervisors to meet the seniors in a rather informal discussion of the problems that arise in practice teaching. Questions are freely asked and discussed; more practical and scientific methods of dealing with various situations are here formulated; and an attempt is made to show the weak and strong points in certain practices of the various teachers and grades. Special-day programs carried out in the grades by the teaching section are brought to the attention of the non-teaching section. Also brief reports are made from time to time on work that is being done in other schools with a view to the practicability of its introduction into the Virginia schools.

Three periods per week for the first and second quarters for teaching seniors.

253: Observation and Discussion. After seniors have completed their term of teaching, four periods per week for one quarter are set aside in which they may observe teaching in all the grades of the school, and meet with the director and supervisors for conferences and reports of work observed. This enables them to see the unity and continuity of the courses in the advancing grades, and to observe differences in the treatment of both students and subject matter from the primary on up to the high-school grades.

In the high school this gives a special opportunity for seniors to observe the teaching of subjects other than those in the departments in which they have done their teaching.

Four periods per week for the third quarter.

263: Observation and Discussion. Same in character as Ed. 253, but for those preparing to teach in high schools, and have done their practice teaching in the upper grades.

OTHER EDUCATIONAL SUBJECTS

In addition to the above outlined courses, methods of teaching the respective subjects are given in connection with the courses in Home Economics, Music, Nature Study, Agriculture, Fine and Industrial Arts, Physical Education, and Commercial Subjects.

See these departments for full statements of courses.

A special course in Physical Inspection and School Hygiene is given in the Junior year to meet the requirements of the West

Bill, for those who may be unable to return for the Senior year's work, where a more extensive course is given in Hygiene.

ENGLISH

Every department of instruction in the Normal school is urged to co-operate in the general policy of holding all students to a reasonable degree of correctness in the fundamental essentials of acceptable usage in spoken and written English.

There is no subject in the whole course which is more fundamental, since every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wider range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the difficulties of this work derives twice as much from it. Applicants should take pains to observe all the requirements, as there is no other subject in which it is so necessary to be well prepared.

ENGLISH 101-102-103

101: English Fundamentals. This course is, first of all, an intensive study of the fundamentals of English in an attempt to discover and correct the weaknesses in the student's speech, grammar and composition work. The course includes technical work in language and such facts and principles in grammar as contribute to the work in composition and literature. Definite objectives are set up for better speech and for effective work in oral and written composition.

While the major emphasis is placed on English fundamentals during the first quarter, these principles carry over and are followed up in the work in Literature and Oral Expression in the second and third quarters, in all courses in English in the Junior year.

Text: To be selected.

Three periods per week for the first quarter.

102: Literature. The literature chosen for this course is suitable in its themes, its action, its feeling, and its simplicity to the needs of the elementary grades. Students are given knowledge

of, and appreciation for, such literature and adequate bibliographies are organized and discussed.

Three periods per week for the second quarter.

103: Oral Expression. The work in this course provides adequate training in the types of oral expression needed for professional work in the elementary grades. Emphasis is placed on effective oral reading, story telling, and short topic discussions. The course finds practical expression in the work in literary societies, dramatic clubs, and other student activities.

Text: To be selected.

Three periods per week for the third quarter.

ENGLISH 112-113: HIGH SCHOOL ENGLISH

112: Literature. The aim of this course is to familiarize the students with the content of literature specified by the State Course of Study for High School use, and to emphasize the appreciative interpretation of such literature.

Text: To be selected.

Three periods per week for the second quarter.

113: Oral Expression. The work of this course provides adequate training in the types of oral expression needed for professional work in high schools. Emphasis is placed on effective oral reading, short topic discussions, and debates. The course finds practical expression in the work in literary societies, debating teams, dramatic clubs, and other student activities.

Text: To be selected.

Three periods per week for the third quarter.

121-122-123: Business English. The necessity for a special subject called "Business English" has been the subject for much discussion during the past few years. It is true that the best English is none too good for business purposes, and yet, the fact remains that a special course for commercial students seems necessary. In this course an attempt is made to develop a simple, direct, and forceful style of English, such as will be suitable for use in written and oral business communications. The arrangement and content of various types of business letters are studied very carefully. The course also includes a study of the paragraph; the sentence, including grammar, words, spelling, definition, punctuation, and capitalization. Ample provision is made for oral drills and the importance of clear, straightforward speech is constantly emphasized.

Three periods per week for the session.

ENGLISH 201-202-203

201: A Survey of English and American Literature. A brief survey of English and American literature in which a study of the contributions of significant authors, together with carefully selected masterpieces representative of periods of national life, is made.

Three periods per week for the first quarter.

202: Same as 201, repeated for non-teaching seniors.

Three periods per week for the second quarter.

203: Types of Great Literature. In this course an effort is made to familiarize the student with distinctive types of literature, both poetry and prose, as seen in the lyric, the epic, the drama, the novel, the short story, and the essay, and to give to her a knowledge and appreciation of the value of literature in individual and social life.

At least one classic under each of these types, with emphasis on appreciation, is included in this course.

Three periods per week for the third quarter.

ENGLISH 211-212: CONTEMPORARY LITERATURE

211: This course aims to give the student a knowledge of, and appreciation for, present day American and English Literature. Poems, essays, and stories by contemporary writers are read and discussed. Recent publications and current magazines are used for reference work.

Three periods per week for the first quarter.

212: Same as 211, repeated for non-teaching seniors.

221-222-223: Business English. This course deals with the use of English in business situations that require judgment, tact and diplomacy. A special study is made of sales letters, adjustment letters and letters requesting special favors, with the replies thereto. A study of general literature, including contemporary writers and the best of current literature that deals with commercial and industrial conditions is included.

Two periods per week for the session.

WRITING

To meet the need of teachers who are not acquainted with the muscular movement handwriting adopted by the State Board of

Education, courses in handwriting are offered, with the twofold aim of making good writers and preparing good teachers of writing. The basis for the course is the work outlined in the Locker System.

Art 101-102-103: Writing. This course includes both drills in muscular movement handwriting and a full discussion of methods of teaching writing, with suggestions for using material in the State-adopted books under varying conditions in the classroom. Considerable practice in black-board writing is done in preparation for teaching in the grades. Such questions are discussed as the psychology of handwriting; the physiology and hygiene of handwriting; adapting methods to the physical and mental condition of the child; how to conduct an effective drill in handwriting; standards of excellence in writing; measuring the quality of handwriting, using the Locker, Ayres, Thorndike, and Starch Scales.

Two periods per week for the first quarter required.

Elective second and third quarters.

Art 111-112-113: Business Writing. The worker in the business office must acquire a style of writing which combines legibility, speed and ease of execution. Much practice in penmanship beyond that given in the average school is necessary to fix correct writing habits and to insure a correct style for business use. Therefore, since the teacher of business writing should first master the subject herself, this course will consist of intensive drill and practice in business writing, based on the Locker System. The importance of combining legibility and speed is emphasized. In addition to a mastery of the subject the course includes a discussion of methods of teaching business writing.

Two periods per week for the session.

MATHEMATICS

Mathematics rightfully occupies an important place in the school curriculum, and especially should this be true in a Normal School, for in whatever work the teacher may engage, she will need the knowledge of mathematics and its principles. Besides, the industrial and commercial world furnish motivation for every important mathematical process in every-day life. Mathematics often fails to command the proper respect of patrons and pupils because of the teacher's failure to emphasize its practical applications and to properly present business methods and

customs. For this reason, the department especially emphasizes business methods and the applications of mathematics to practical life. The emphasis throughout the course is on number, the tool for solving problems of daily importance. Since good results in mathematics must be based upon a thorough working knowledge of the subject, the courses aim to give this knowledge and to strengthen the weak points in the student's mathematical training; to develop logical systematic thought; to train to clear, concise, and accurate expression; to develop and strengthen the reasoning powers of the pupil; to develop the spirit of original and independent work. Especial emphasis is laid on the proper presentation of the State text-book.

101: Arithmetic Review. This course is a review of the arithmetic of the elementary grades. Special drill is given in the fundamental operations of integers, common and decimal fractions, and the simple business applications of percentage.

Text: Smith, Modern Advanced Arithmetic.

Two periods per week for the first quarter.

102: Arithmetic. This course is a thorough treatment of the subject matter of the grades from the teacher's standpoint. Class discussion is based on the Training School observation of fourth, fifth, and sixth grades.

Text: Smith, Modern Advanced Arithmetic.

Two periods per week for the second quarter.

112: High School Mathematics. This course is a brief review of high school algebra from the teacher's standpoint, and gives approved methods of presenting the subject.

Text: Wells & Hart, New High School Algebra.

References: Munn, The Teaching of Algebra. Smith, Teaching of Elementary Mathematics.

Two periods per week for the second quarter.

113: High School Mathematics. This course is a rapid review of arithmetic based on business problems, and acquaints the students with the laws, customs and forms of business.

Text: Moore & Miner, Practical Business Arithmetic.

References: Hunt, Community Arithmetic. Burkett & Swartzel, Form Arithmetic.

Two periods per week for the third quarter.

121-122: Business Arithmetic. It is assumed that all students who enroll in a commercial teacher-training course will have had

a complete course in arithmetic. It is safe to assume, however, that they will not have acquired that facility in the handling of arithmetical computations which is required of office workers. Therefore, it will be the chief aim of the business arithmetic course to develop facility in the use of figures, while at the same time reviewing approved methods of making business calculations.

Such short cuts as occur frequently in business will be introduced in this course. Through adequate, well-organized practice, essential process habits will be formed. The ultimate aim of the course will be to enable those who complete it to handle common office problems in arithmetic with extreme facility and accuracy.

Three periods per week for the first and second quarters.

SCIENCE

This department offers courses in Biology, Nature Study, Agriculture, Geography, Chemistry and General Science.

These subjects, dealing with natural phenomena, with nature and nature's laws, and man's relation to life, if approached in a way to realize their possibilities, furnish a field for observation along special lines; exercise in knowledge-acquisition through the study of concrete objects and experimentation; train the judgment and yield information of especial value.

131-132-133: Chemistry. This course is intended for Household Arts students who have had no previous chemical training. It will bring out the relation between the fundamental principles of chemistry and their applications, and will emphasize the applications to things of practical interest in the home.

Text: Smith & Mess, Laboratory Study of Chemistry.

One single and two double periods per week for the session.

Laboratory fee, \$1.00 per quarter.

141-142 143: Home Chemistry. This includes the laboratory study of such chemistry as finds application to every-day life. The analysis of textiles, water, milk, and foods of all types; the testing of food preservatives, paints and oils; the determination of food values; the detection of coal-tar dyes; the identification of vegetable colors; a study of adulterations, and the chemistry of stains—suggest the general character of the work of this course. The preparation of a large number of typical chemical compounds of value to the intelligent householder, and the economic phase of a practical knowledge of the subject of chemistry in relation to the home, are important points of emphasis.

Texts: Allyn, Elementary Applied Chemistry; Snell, Elementary Household Chemistry.

One single and two double periods per week for the session.

Laboratory fee, \$1.00 per quarter.

122-123: General Science. This course is intended for those preparing to teach General Science in high schools. The subject is rapidly reviewed. Lecture-table demonstrations, experiments, practical experience in conducting a laboratory, designing and equipping of a laboratory is made a part of the course.

Text: Clarke, An Introduction to Science.

One single and one double period per week for the second and third quarters.

Laboratory fee, 75 cents per quarter.

201-202-203: Home Chemistry. Content same as Science 141-142-143.

Text, Time and Fee: Same as Science 141-142-143.

RURAL ARTS

The Rural Arts Department has at its command a sixty-acre school farm where observation and practice work is systematically done. It is equipped with a poultry plant, hogs, and orchards. The school gardens are located conveniently to the classroom.

The system of instruction seeks to develop a keen interest in out-door life, a sympathetic study of environment and an appreciation of our natural surroundings.

Science 101-102-103: Biology and Nature Study. The purpose of this course is to prepare teachers to handle nature study in the grades and biology in the secondary schools. It does not attempt systematically to cover the field of biology, but merely to deal with those groups of plants and animals that are of interest to the students, and should be a part of every teacher's knowledge.

Much emphasis is placed on project and problem teaching, and the subjects have been chosen to this end.

101: Biology and Nature Study. Fall Aspect. Study of insects, birds, trees, shrubs, fall flowers, plants of the garden, weeds, selecting seed corn, propagation of plants by cutting, and bulbs; forestry, propagation of plants by budding and grafting, judging seed corn; window gardens and forced plants.

102: Nature Study. Winter Aspect. Principles of psychology applied to Nature Study teaching; lesson plans; type lessons; principles of vegetable gardening; garden planning.

103: Nature Study and Methods. Spring Aspect. Insects, birds, trees, shrubs, spring flowers, seed germination, planting and care of school garden, visiting and working with home garden clubs.

Two double periods per week for the first quarter, and one single and one double period for the second and third quarters.

Text: Hodge, *Nature Study and Life*. A reference library of carefully selected books is at hand. But the best reference book is the book of nature, illustrations from which may be found upon the school farm with its running brooks, sloping hillsides, and sheltered valleys, and in its myriads of living things.

Laboratory fee, 25 cents per quarter.

112-113: AGRICULTURE

This course involves two phases: (a) Acquiring the facts and principles of agriculture; (b) methods of teaching agriculture.

112: Agriculture. This part of the work deals with the fundamental principles of crop production, farm animals and their care. It includes a limited amount of field and laboratory work.

Text: Warren, *Elements of Agriculture*.

One single and one double period per week for the first quarter.

113: Agriculture. Type lessons are planned and taught; laboratory and field work outlined; courses of study for high-school agriculture are examined and compared; the importance of experiments; demonstrations, field trips, and observational lessons are emphasized. The following questions are considered: The demand for practical instruction in the high schools; the place of agriculture in the curriculum; correlation between agriculture and other subjects; selection of suitable material and equipment for the various topics of the course. Each student is required to work out at least one practicum in connection with the course.

Text: Hummel, *Materials and Methods in High School Agriculture*.

One single and two double periods per week for the third quarter.

Laboratory fee, 25 cents per quarter.

HISTORY

The work of the course in history is arranged to trace the growth and development of civilization, and to enable the student to understand and interpret the world of which she is a part. The aim of the study of history is to bring the past into manifest relations to the present, and to show how historical ideas and experiences are the controlling forces in our social and industrial life. History should give a student a much clearer understanding of the political and social world around her.

The courses in industrial history and civics give the student an opportunity to study the commercial and industrial development of the nations, and the political progress of the people, and supplement the work in history.

The work of the professional classes is designed to prepare the student to teach history and government, by carefully and systematically studying the materials and methods in history in the elementary school, and in the high school, and by practice teaching.

The school library is well selected and comprehensive, and contains suitable books, maps, and magazines for study and reference in history, economics, and civil government.

101: Epochs of American History. This course treats the main epochs in a review of the periods of Discovery, Colonization, Independence and Federation, Industrial and Political Expansion, Disunion, Reunion and Reconstruction, Economic Expansion, Imperialism, and World Power. In this course, special stress is laid on Virginia history, and her contributions to national progress.

Three periods per week for the first quarter.

111-112-113: Citizenship. This course in contemporary history will take up concrete political, economic, and social problems in current tendencies and current events. Among the topics treated are nationalism, Americanization, suffrage and civic responsibility, immigration, capital and labor, credit expansion, and various tendencies growing out of the World War.

Two periods for the first quarter, and one period per week for the second and third.

122-123: Modern European History. This course treats broadly the three great epochs from the crusades through the Renaissance and Reformation, the struggle of empires from the time of the Reformation through the Napoleonic era to the Congress of

Vienna, and the Nineteenth century growth of Nationalism.

Two periods per week for the second quarter and three for the third.

201-202-203: American History and Civics. This course outlines in some detail the growth of the American nation, and traces the lines of its political, social and economic development. The course in Civics prepares the student directly to teach this subject in the public high schools of Virginia. 202 is a repetition of 201 for non-teaching seniors.

Three periods per week for the first and second quarters and two periods for the third.

Discussions, readings, source materials, oral and written reports, story telling and story form of presentation, and project-problem methods will be featured in all this work.

GEOGRAPHY

The Department of Geography seeks through its courses to deepen the appreciation of the world as the dwelling place of man, and to provide the prospective teacher a richer background of content to meet the problems of one of the fundamental subjects of the elementary grades. The course seeks to exhibit the intimate relation of man to his physical environment, and the interplay of these forces upon each other. Recognizing the fundamental importance of social and economic forces in this environment, especially in view of the upheavals due to the recent war, the course seeks to view Geography under the perspective of a world whole. The problem method is followed throughout the course, and the student gains means of seeking and gathering material for the classroom by doing such work herself. The correlations of Geography are shown in some detail, giving an integral knowledge of such activities in a school curriculum. In this manner, the broadest foundations which the time will permit are given intensive study.

151: Geography. This is an advanced course in general geography. The course embraces not merely a review of the essential facts and principles of geography, but includes a broader grasp of the subject than is usually demanded in the elementary school requirements. The course is intended to provide a deeper knowledge and appreciation of the subject so as to enable students, from the subject-matter standpoint, to become more skilful teachers. In addition to the usual maps, globes, samples of pro-

ducts, etc., used as aids in teaching, the planetarium is used in teaching the motions of the earth and change of seasons, and the balopticon is employed with the large Underwood and Underwood collection of slides to show pictures of places, scenes, and industries studied, in order to give a more realistic touch to the subject. Physical and mathematical geography form the basic matter of the course. Constant reference is made to other texts and readers, and to current geographical and general periodicals.

Two periods per week for the first term.

152-153: Home Geography. This course prepares teachers for work with young children in the primary grades. Beginning with familiar factors in the environment of the child, the prospective teacher is instructed how to lead the child mind by progressive stages to an interest in the geographical factors of the home community. Fredericksburg and environs are given intensive study as an example of a typical school vicinity. The course broadens along lines which ensue in a detailed study of the State of Virginia, and the region east of the Appalachians. The play element and dramatization, field trips and collecting, and the correlations receive special attention.

Two periods per week for the second and third quarters.

162-163: Project Geography. The aim of this course centers around the organization of the classroom for the study of citizenship and geography. The prospective teacher is instructed how to awaken the child to a keen interest in the great world about him, and to keep his curiosity constantly whetted by problems which grow out of his own life and environment. The interest thus kindled leads to the assignment of individual projects in which the whole class unites for discussion and elaboration. In this manner, industry and agriculture, transportation and commerce, and their relation to physiography and climate are brought into view in an intensive study of the United States, and those countries with which it has most direct relation. The child's horizon is gradually extended to include the continent of North America, and through this medium, the world view emerges with its general study of other continents and lands, their peoples, customs, and industries. Interest in map-making and statistics grow out of the child's own investigations, and the correlations with English, arithmetic, history, drawing, and nature study are thus established. The making of class and school collections is specifically treated. The course gives special em-

phasis to problems of geography instruction in the grammar grades.

Two periods per week for the second and third quarters.

172-173: Economic Geography. The study deals in brief with the principles of economics in relation to commerce, industry, and geography. A survey of the history of modern industry is related to geographical influences, immigration, and political and social institutions. Production, consumption, distribution, transportation, manufacturing, credit, natural resources, conservation, and the law of supply and demand are among the topics treated. The areas of plant, animal, and mineral products are studied in relation to transportation and industrial development. The study of man and the progress of civilization show the interdependence and solidarity of the human race. The course provides a full, rich background for the teaching of Civics, and of Industrial and Commercial Geography in high schools.

Two periods per week for the second and third quarters.

211-212: Commercial Geography. This course embraces a study of the industries and commerce of the world. It includes a study of (1) Primary Production, (2) Transportation, (3) Manufacturing, (4) Consumption. Emphasis is placed upon primary production. The world of industry as related to geographic conditions is considered. Commodities of commerce are studied from an economic, as well as geographic point of view. All the leading commercial countries and their commerce are studied, but the major portion of the time is allotted to the United States. The problem method is used throughout. Census reports, government statistics, and current events of economic and commercial importance form stimuli for projects and problems. A complete collection of some 1,200 specimens, ranged under 38 topics, form the laboratory equipment.

Three periods per week for the first and second quarters.

LATIN

The study of Latin exacts close observation and increases analytic power. It gives a cultural tone to life. It is, in an important sense, the source book of American literature. The structure of the English language can, in many of its points, be best understood and appreciated through a study of the primitive Latin sources.

Teachers wishing to enter high school work will possess a commanding advantage if they have a well-grounded knowledge of Latin, inasmuch as women teachers conversant with this subject are comparatively few, and there is a widespread demand in our high schools for teachers who can teach Latin.

The beauties and charms of the language itself and a coincident insight into the literary and historical setting of Roman life during the classical period offer a strong incentive also for a mastery of Latin.

In the Latin course stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon our English speech. In all of the courses in Latin thoroughness is insisted upon.

102-103: Latin. This course is designed for students who are preparing to teach Latin in two- or three-year high schools. Subject-matter as well as methods are stressed. Prerequisite, at least four years' high-school training in Latin.

102: Latin. Topics: Selections from Horace's odes; careful study of the meters of Horace with constant practice in rhythmic reading; assigned readings from standard works on Horace and his writings; comparison of the odes with representative English lyrics; prose composition.

Texts: Game, Teaching High School Latin; Bennett, Latin Grammar; Shorey, Horace; Latin Prose Composition (to be selected). Library reference.

Three periods per week for the second quarter.

103: Latin. Topics: Continuation of the study of Horace's odes; prose composition; methods of teaching high-school Latin; model classes conducted by the students.

Texts: Same as in 102.

Three periods per week for the third quarter.

201-202-203: Latin. This course is designed to give a wider knowledge of Latin to students who desire to teach this subject.

201: Latin. Topics: Translation of Livy's Hannibalic War; character and value of Livy's History; the syntax and style of his language; advanced prose composition; private life and customs of the Romans.

Texts: Wescott, Livy; Gildersleeve, Grammar; Gildersleeve, Latin Prose Composition; Johnston, Private Life of the Romans.

Three periods per week for the first quarter.

203: Latin. Topics: Selections from Cicero's letters; Cicero's career as a politician and patriot; advanced prose composition; private life and customs of the Romans.

Texts: Same as in 201.

Two periods per week for the third quarter.

Latin 202 is a repetition of 201.

FRENCH

In the last few years we have been brought into such close relationship with France that it is most unfortunate not to have some knowledge of the French language. Hardly a day passes that we do not find French phrases in magazines and papers. For this reason French is one of the most practical subjects that the students of to-day can take. The aim of the French course is to impart an intimate knowledge of a living language closely related to actual life. The student begins reading on the first day of the course, and has constant training in speaking and thinking in French.

102-103: French. This course is designed to add to the student's knowledge of French and also to give some practical suggestions for conducting a first-year French class. Prerequisite, two years of high-school French.

102: French. Topics: Advanced French prose; translation of selections from the short story, comedy, and novel of the nineteenth century; rapid and sight reading of French; special emphasis on careful and fluent pronunciation; constant practice in speaking French.

Texts: Fraser and Squair; Grammar; Sands, *La Mare Au Diable*; Dumas, *Les Trois Mousquetaires*; Hugo, *La Chute*, etc.

Three periods per week for the second quarter.

103: French. Topics: Continuation of the work of the first term; special attention to methods of teaching French.

Texts: Same as in 102.

Three periods per week for the third quarter.

201-202-203: French. This course is designed for students who have had three years of training in French. Ability to translate French with ease is insisted upon.

201: French. Topics: Reading and study of some of the great classic dramas of the seventeenth century; summaries and reviews of books read; conversation.

Texts: Fraser and Squair, Grammar; Racine, Esther; Corneille, Le Cid; Molière, Le Bourgeois Gentilhomme, and Le Médecin Malgré Lui.

Three periods per week for the first quarter.

202: *French*. A repetition of French 201.

203: *French*. Topics: Rapid reading of French; Advanced French prose; conversation; study of French literature.

Texts: Same as in French 201.

Two periods per week for the third quarter.

HOME ECONOMICS

Home Economics includes a study of those subjects which have to do with the welfare of the home, such as courses in foods, food chemistry, textiles and clothing, the house and its furnishings. So much does the health, happiness and even life of the individual, and the welfare and advancement of the nation, depend upon the home that we believe home-making should be regarded as a profession and be given the most serious thought; that every woman should have some training in this most important of all professions; that a school which stands for the betterment of human life in every way can not afford to disregard so important a phase of life. For these reasons the courses of study have been planned with the aim to develop ideas of better home life, to gain knowledge of the needs of the body and of each individual in the home, to create interest in all details of the home and its management, to give true ideas of economy in labor, time and money, and to gain the knowledge of the proper selection and uses of the foods and textiles, in order to use them to the best advantage in the home. Open to all students.

All students who enter classes in cookery must be provided with two white gored aprons with bibs.

101-102: *Foods and Cookery*. This course includes a study of foods—their composition, nutritive value, uses in the body; principles of cooking, and their application thru the preparation of foods; planning, preparation and serving of simple meals. Problems are developed by students in accordance with their needs and environment.

Text: Greer, Text-Book of Cooking.

Fee, 50 cents per quarter.

One single and two double periods per week for the first and second quarters.

111-112: Advanced Cookery. Foods and Cookery 101-102, or its equivalent, is a prerequisite for this course. A study of principles applied to the preparation of foods in the planning of meals for the family group; diets for members of different ages, sex, occupation, etc.; for the underweight and overweight members of the group; for the sick. Emphasis is placed upon health and its relation to Home Economics in all its phases.

Text: Mary S. Rose, *Feeding the Family*.

Fee, \$1.00 per quarter.

One single and two double periods per week for the first and second quarters.

201-202-203: Foods and Cookery. This course includes a close study of the problems of menu-making, planning meals, different styles of table service, soups, entrées and sauces; salads, desserts, with various methods of preparation and garnishings; cooking and serving breakfasts, luncheons, and dinners. A study of the production, marketing, manufacture and cost of foods is made. Special effort is made to develop the initiative and train the judgment of the student so that she may apply the principles of cookery to the practical work with the best results.

Lectures, class discussions, laboratory and reference readings.

Text: Fannie Farmer, *Boston Cooking School Cook Book*.

Fee, \$1.00 per quarter.

One single and one double period per week for two quarters.

211-212-213: Foods and Cookery. The general plan of the work is the same as that outlined in Foods and Cookery 201-202-203. A more intensive study of the topics is made and a wider range of projects offered.

103: Clothing. Construction of garments suitable to the needs of the girl, which involves a study of textiles, selection of materials, study of commercial patterns, economical placing, study of sewing processes—hand and machine—hygiene of clothing, comparative cost of ready-made garments and those made in class, renovation of garments, children's garments.

Text: Laura Baldt, *Clothing for Women*.

Fee, 50 cents.

One single and two double periods per week for the third quarter.

113: Clothing. Clothing 103, or its equivalent, is a prerequisite to this course. Construction of more complex garments; cloth-

ing budgets; discussion of economy in use of time, as well as money; study of design and color in relation to the artistic value of garments.

Text: Laura Baldt, *Clothing for Women*.

Fee, 50 cents.

One single and two double periods per week for the third quarter.

221-222-223: Clothing. Principles of dressmaking, practice in accurate measurements, drafting patterns, designing garments, economical cutting and fitting; experimentation with dress form and tissue paper; draping, study of prints and fashion plates; clothing problems in connection with commencement clothes; budgets; suitability of materials for various occasions.

Text: Laura Baldt, *Clothing for Women*.

Fee, 25 cents per quarter.

One single and two double periods per week for two quarters.

231-232-233: Clothing. More complex problems in design and draping are studied in this course. Projects are similar to those studied in *Clothing 221-222-223* with emphasis placed upon clothing design, the relation of line and form, color and composition in dress.

Text: Laura Baldt, *Clothing for Women*.

Fee, 25 cents per quarter.

One single and two double periods per week for two quarters.

243: Home Management. A study of all problems connected with the administration of the home, such as heating, lighting, plumbing, equipment and labor-saving appliances, household supplies, household furnishings, storage; cleaning and care of rooms, beds, kitchen metals; cleaning and renovation; disinfectants and fumigants; household pests; division of work in the home; system in the home; household accounts, etc.

Text: Balderston, *Housewifery*. C. W. Taber, *Business of the Household*.

Three single periods per week, or one single and one double period per week for the third quarter.

FINE AND INDUSTRIAL ARTS

The field of art is so broad that it cannot be included in the public-school curriculum in its entirety. Certain fundamentals or objectives must be determined upon as a basis for work. The

Art school trains the professional artist. The public school should equip the individual to intelligently meet such problems in art as will confront him, regardless of profession or trade. The Art courses aim to thoroughly acquaint the student with the principles of Art and at the same time to apply and adapt these principles to public-school needs.

Fees in this department cover cost of all tools and materials used.

The principal reference books used in this department are: Arthur W. Dow, *Composition*; Ernest Batcheller, *Design in Theory and Practice*; The Industrial Arts Text-books; The Applied Arts Drawing Books; The Art Course for Chicago Public Schools; Marten, *Manual Training Play Problems*; Brigham, *Box Furniture*; Vaughn, *Printing and Bookbinding*; Frederick Whitney, *Blackboard Sketching*; Pellew, *Dyes and Dyeing*; White, *How to Make Baskets*; Dewey, *Industrial Education in the Elementary Schools*; Forman, *The Story of Useful Inventions*; Katherine E. Dopp, *Place of Industries in Elementary Education*, *The Tree-Dwellers*, *The Early Cave Men*, *The Later Cave Men*; Ballard, *Handwork As An Educational Medium*; Johnston, *Writing and Illuminating and Lettering*; Dillaway, *House Planning and Furnishing*, *Decoration in the School and Home*; Cox, *Pottery*; Binns, *The Potters' Craft*; Noyes, *Handwork in Wood*; Brace and Mayne, *Farm Shop Work*; Bolman, *Art in Dress*; Eberlien and McClure, *The Practical Book of Period Furniture*; Bailey, *Art Education*; Thatcher, *The Story of Paper Making*, *The Story of Books*, *Simple Soldering*; Alpha Portland Cement Co., *Blueprint Service Sheets*.

DRAWING AND HANDWORK 131-132-133

The purpose of this course is to prepare students to teach drawing and handwork in the public schools.

131: Drawing and Handwork. In the first quarter the principles of drawing for representation are developed. A discussion of the application of these principles of drawing in the various grades is included.

Two periods a week.

Fee, \$1.00.

132: Drawing and Handwork. This quarter is spent in studying the principles of design. The problems are those which the student will actually teach in the grades.

Section I for primary group.
Section II for grammar group.
Four periods per week.
Fee, \$1.50.

133: Drawing and Handwork. The first part of this quarter is spent in working out problems in industrial arts; the second part emphasizes the theory and practice of teaching art. Observations and discussions are included.

Section I for primary group.
Section II for grammar group.
Four periods per week.
Fee, \$1.50.

142-143: Design and Handwork. Content is much the same as in *Drawing and Handwork 132-133*, with more attention to Home Economics problems.

152-153: Industrial Arts. This course is designed to prepare students to teach industrial arts in the primary and grammar grades and the Junior High Schools. The emphasis for the high-school students will be upon woodwork suited to rural needs. The projects are selected from those suggested by the State course of study for rural high schools, such problems as feed troughs, chicken-coops, shipping crates, and problems for the garden.

Three periods per week.
Fee, \$2.00 for the two quarters.

162-163: Home Mechanics. In this course the emphasis is laid upon working out projects for the home.

Three periods per week.
Fee, \$2.00 for the two quarters.

201-202-203: Advanced Drawing and Handwork. Continuation of Course 131-132-133.

Three periods per week for two quarters.
Fee, \$1.00 per quarter.

211-212-213: Design. Design applied to the home.
Two periods per week for two quarters.
Fee, \$1.75.

233: Art Appreciation. The space arts, architecture, sculpture, painting, and handicrafts. A general survey of the field of art in all ages is given, with special emphasis upon the periods where creative art was at its height. The principles of art structure are

studied through a course of lectures on the masters of art and the masterpieces of the world in sculpture, painting, and handicrafts. A notebook of the course is required.

Three periods per week for the first six weeks of the third quarter.

Fee, 75 cents, including Music Appreciation.

MUSIC

The course in music is primarily intended to prepare students to teach music in the schools from the kindergarten through the high school. Special attention is called to the course for the training of supervisors of music. Community choruses, grade and high-school orchestras and violin classes are fast becoming an important feature of up-to-date public school-systems, and it is necessary for the teacher to have the ability to organize and direct such work.

Art 171-172-173: Music. This course is intended for beginners. In order to complete the course the student must be able to sing at sight, individually, with the Latin syllables, suitable music for the first five grades.

171: Music. This comprises the work of the first three years in the grades.

Material: First Year Music, Dann; Second Year Music, Dann; Third Year Music, Dann; Manual of Dictation Book One, Dann; Music Writing Book, Number One, Dann; Harmonic Music Charts, A, B, C, Ripley and Tapper.

Two periods per week for the first quarter.

172: Music. This course is a continuation of Music 171, and covers the work of the fourth and fifth grades.

Material: Fourth Year Music, Dann; Fifth Year Music, Dann; Manual of Dictation, Book Two, Dann; Music Writing Book, Numbers Two and Three, Dann; Harmonic Music Charts, D, E, F, Ripley and Tapper.

Two periods per week for the second quarter.

173: Music Methods. This course is required of Juniors I., II. and IV., and is open to all Juniors. The aim of the course is training for correct methods of presentation in the classroom, and to take up the problems of organization, supervision, and

administration. The course is devoted to the consideration of the music of the first five years. Students are required to consult references on pertinent subjects.

Two periods per week for the third quarter.

181-182: Advanced Music. This course is elective and is open to students who have completed Music 171-172, or its equivalent, and who wish to specialize in music.

181: Advanced Music. This course takes up the work of the sixth grade.

Material: Sixth Year Music, Dann; Manual of Dictation, Book Two, Dann.

Two periods per week for the first quarter.

182: Advanced Music. This course takes up the work of the seventh grade.

Material: Junior Songs, Dann, Manual of Dictation, Book Two, Dann.

Two periods per week for the second quarter.

221-222-223: Advanced Music. The following are some of the topics for consideration: Classification of Voices, the School Chorus, the Glee Club, the Quartet, the Trio, the Changing Voice and Method for Caring for Same, Materials Suitable for High School Purposes, Chorus Conducting, Orchestra Conducting.

Three periods per week for the first, second and third quarters.

233: Music Appreciation. This course considers current events and a general knowledge of history of music. The teaching of music appreciation in the grades is studied. A series of lectures is given and a notebook in connection with the course is a requirement.

Three periods per week for the second half of the third quarter.

Fee, 50 cents.

Practice Teaching. Students do practice teaching in music in the city or rural training schools under the direction of the instructor.

A four year degree course is authorized in music.

Chorus. Chorus singing is required of all students. Ne Collins' Glee and Chorus Book is used.

One period per week for the session.

Glee Club. The members of the Glee Club are selected by the director and are excused from chorus work.

One period per week for the session.

Senior Quartet. The members of the quartet are selected by the director. They must be members of the Glee Club.

One period per week for the session.

Junior Double Trio. The members of this organization are selected by the director from members of the Glee Club.

One period per week for the session.

Toward the close of the school year a concert is given by the organizations in the department of music. Preparation for this concert is made in regular class time.

HEALTH EDUCATION

The purpose of this course is threefold: (1) To give the student such exercise as will enable her to secure and conserve her own health by intelligent attention to the laws of health and hygiene, and to aid her by habits of exercising thus acquired to keep her body in the best physical condition possible; (2) to correct in so far as possible faults of posture and physical defects; (3) to acquaint the prospective teacher with enough theory of physical education and playground management to enable her to teach the subject.

101-102-103: Health Education. Physical Education and Hygiene. In the Junior year the work is almost entirely practical, although time is taken to study and discuss the value of exercises, plays, and games in the natural order of progression from primary grades to junior high school. During the first quarter the work consists of story plays, singing games, rhythmic plays, simple ring games and management of primary grades on school room floor and playground. This course also includes five lectures on Hygiene and Health Education. Seasonal and occupational story games and plays. Lessons are planned and taught. A note book on Hygiene is required.

Text: Bancroft, Games for the Playground, Home, School and Gymnasium. Stecher, Rhythmic Action, Plays and Games.

Two periods per week for the first quarter.

102: Physical Education and Games. This quarter is devoted to Physical Education suitable for grammar grades. Swedish

Exercises are introduced, easy folk dances, competition games for schoolroom and playground, marching tactics, some higher apparatus work, adaptation of games to teaching other subjects, athletics suitable for grammar grades. Posture tests. Lessons are planned and taught.

Text: Bancroft, Games for the Playground, Home, School and Gymnasium; Crompton, Folk Dances; Hill, Swedish Exercises.

Two periods per week for the second quarter.

103: Physical Education and Athletics. In this course formal floor work, athletics, folk dances, field and track work, relief and recreational exercises, higher forms of class management on floor and playground, more difficult types of Swedish exercises, marching tactics, light apparatus. Lessons are planned and taught.

Text: Same as in 102.

Two periods per week for the third quarter.

201-202-203: Health Education. Primary Group. Educational Gymnastics. In the senior year the point of view changes and physical education is studied from a professional standpoint. Floor work is required, but time is taken to discuss the advantages of the exercises, their aim, and order for each game. Material and methods are given the student which will be practical for their own teaching.

201-202: Educational Gymnastics. Plays and Games. Physical Education viewed as to physical and educational effects. The need of more freedom and recreation in the schoolroom is stressed. Rules for conducting recreation in the room, including light, temperature, and ventilation. Rules for sitting, rising, and class management. Lessons planned and taught.

Special holidays and seasonal plays for primary grades. Note book required.

Text: Sharstrom, Educational Gymnastics.

Reference work is required.

Two periods per week for the first or second quarter.

203: Plays and Games. Continuation of study of educational gymnastics and story plays and games suitable to season are continued. Combining work with other subjects. Playground work and playground apparatus suitable for small children. Lessons planned and taught. Note book continued.

Text: Same as in 201-202.

Two periods per week for the third quarter.

HEALTH EDUCATION 211-212-213: GRAMMAR GRADE GROUP

211-212: Educational Gymnastics. Plays and Games. Higher forms of class management than primary grades. Changing and separating according to height and necessary floor space. Value and effect of Swedish and free-hand exercises according to age and grade. Value of organized games. Selection of easy folk dances, games for schoolroom combined with other subjects. Lessons taught and planned. Note book required.

Text: Sharstrom, Educational Gymnastics.

Two periods per week for the first or second quarter.

213: Educational Gymnastics and Games. Continuation of above outlined work with introduction of light hand apparatus in schoolroom. Importance of good posture, posture tests. Some forms of heavy apparatus. Selection of Swedish exercises and athletics suitable for grades. Planning of exhibitions, festivals, and field day. Note book continued. Lessons planned and taught.

Text: Same as in 211-212.

Two periods per week for the third quarter.

HEALTH EDUCATION 221-222-223: HIGH SCHOOL GROUP

221-222: Educational Gymnastics and Athletics. In this course the needs of athletics in high schools form the basis for study. Athletics and athletic tests and records for boys and girls are studied. Floor work is required. In addition to formal floor work the kinds of gymnastics for high school use are studied. Free-hand and light apparatus, some forms of heavy apparatus, construction of chin bars, seesaws, balance beams, etc. A note book is required. Lessons planned and taught.

Text: Sharstrom, Educational Gymnastics.

Two periods per week for the first or second quarter.

223: Physical Education and Athletics. Students are given opportunity to observe and try out methods. Standing and running broad jump, running high jump to illustrate form, making of running track and jumping pit, how to conduct an athletic badge test. Note book required.

Text: Same as 221-222.

Two periods per week for the third quarter.

231-232: Hygiene. The emphasis upon the principles of hygiene and sanitation is of interest to the teacher in the school, the home, and the community. The human body and its functions.

The personal life in diet, sleep, exercise, fatigue; the growing child in the schoolroom; bacteria and disease and diagnosis of diseases apt to occur in the schoolroom; emergency in injuries and first aid are among the topics treated. The broader aspects of the teacher in the community and community health and sanitation are also considered. Constant reference is made to texts on various subjects treated in the classroom.

Three periods per week for the first or second quarter.

The work of the first quarter is repeated for the non-teaching seniors in the second quarter.

241-242: Home Nursing. It is the purpose of this course to give the fundamental training which will enable the student to care for the ordinary cases of sickness and carry out the doctor's instructions in the home.

Some of the topics of study are the selection and care of the sick room, making of bed and lifting of the patient, making of poultices and plasters, general care of the patient, causes and prevention of contagious and infectious diseases, planning and serving of meals.

Lectures, class discussion, practical work and reference readings.

Texts: Harrison, *Home Nursing*; Virginia Health Bulletins.

Two periods per week for the first or second quarter. The work of the first quarter is repeated for the non-teaching seniors in the second quarter.

COMMERCIAL EDUCATION

The purpose of the courses in Commercial Education is to train teachers of commercial subjects. It includes not only subject matter and practical business training, but also courses in methods of teaching commercial subjects in the high school.

101-102-103: Bookkeeping. The basic principles of bookkeeping which are of universal application are presented and emphasized by concrete drill. The subject matter includes theories of debits and credits; classification of accounts; the simpler problems of balance sheet and income statement; controlling accounts, and handling of sales and purchases. The aim of this course is not merely the recording of data, but to so present the subject of bookkeeping that it will assist the student to interpret correctly the problems met in the business world.

Five periods per week.

111-112-113: Shorthand. Gregg Shorthand. Completion of the principles of the system as outlined in the Manual and Gregg Speed Studies to Lesson XXI. Minimum requirement for promotion is the ability to write shorthand from dictation at the rate of 60 words per minute.

Five periods per week.

121-122-123: Typewriting. The first quarter of the typewriting course is devoted to the development of the proper technique and a thorough mastery of the keyboard. During the second and third quarters accuracy and speed tests are given each week and the following subjects are studied and practiced: the different parts and the various arrangements of business letters, the making of carbon copies, the commercial abbreviations, addressing envelopes, centering of titles and tabulating.

Five periods per week.

For Business English, see English 131-132-133.

For Business Arithmetic, see Mathematics 121-122.

201-202: Methods of Teaching Commercial Subjects. The aim of this course is to apply pedagogical and psychological principles to methods in teaching Shorthand, Typewriting, Bookkeeping, Business Arithmetic, Business English, Commercial Law and Commercial Geography. Instruction will include lectures and model lessons, and assignments of lesson plans and special topics for investigation and discussion. During the third quarter at least three weeks will be spent in the observation of teaching in the commercial department of one of the city high schools in the State.

Two periods per week for the first quarter.

Five periods per week for the second quarter.

211-212: Accounting. A study of the corporation and its related problems, including the conversion of a partnership into a corporation voucher system, the valuation of capital stock, profits, dividends, depreciation, reserve and surplus, sinking and other funds, etc. Ample laboratory practice is provided. The aim of this course is to stimulate an interest in the larger problems of business.

Prerequisite: Bookkeeping 101-102-103.

Five periods per week for the first quarter.

Two periods per week for the second quarter.

221-222-223: Shorthand. The aim of this course is to develop the shorthand speed of the student. Special attention is given to phrasing and rapid execution of word signs. The requirement for graduation is at least one hundred words a minute.

Prerequisite: a thorough knowledge of the principles of Gregg system.

Four periods per week for the first quarter.

Five periods per week for the second and third quarters.

231-232-233: Typewriting. An hour each day is given to the transcription of shorthand notes. Minimum requirement for graduation is the ability to copy new matter at not less than forty-five words per minute net for ten minutes.

Prerequisite: Typewriting 121-122-123.

Four periods per week for the first quarter.

Five periods per week for the second and third quarters.

241: Office Training. This course aims to give the equivalent of actual experience in the regular business office and to familiarize the student with the details of office work. Instruction is given in the preparation of incoming and outgoing mail, the taking of dictation, handling of telephone and office reference books, writing of telegrams, cablegrams, commercial and remittance forms, filing, cataloguing, the cutting of stencils and the operation of the mimeograph and other modern office appliances.

Four periods per week for the first quarter.

242: Office Training. Through the co-operation of the business men in the city of Fredericksburg an opportunity is given to the students to obtain practical experience in the business offices of the city under the supervision of the commercial teacher-training department.

Prerequisite: Satisfactory completion of Office Training 241.

Eight periods per week for the second quarter.

243: Commercial Education. This course presents to the student a critical study of the subject of commercial education from an enlarged viewpoint and the special problems involved in its administration. The following are among the topics discussed: analysis of community needs, community surveys, history and organization of commercial education, types of commercial schools, proper equipment of the commercial teacher, curriculum suited to type of school, commercial education as vocational edu-

cation, vocational advice, placement and follow-up work, the most common educational tests and scales for commercial and allied subjects, etc.

Two periods per week for the third quarter.

251: Business Law. An inductive study of the legal principles underlying the contractual relations of business dealings. The broad basis of law and its need in the social and economic scheme of things is followed by a study of the more technical principles involved in the laws concerning contracts, selling of goods, instruments of credits, bailment, agency, employer's liability, partnerships, corporations, ownership of real estate and the rights and obligations of quasi public organizations (railroads, express companies, insurance, hotels, etc.).

Five periods per week for the first quarter.

253: Economics. A study of economics based upon present day problems with reference to production, distribution, exchange and consumption of wealth. Class discussion of special economic problems such as standards of living, immigration, wages, profits, etc. The aim of this course is not only to teach the individual to safeguard his own interests, but to furnish a largeness of view which will recognize the interdependence of all factors in the modern industrial system and give him a better understanding of the rights of others.

Four periods per week for the third quarter.

263: Business Organization and Administration. This course is a brief survey of modern methods of efficient organization, including the study of organization charts, methods of financing an enterprise, selecting a site, purchasing, marketing, selling and advertising, problems of management; wages, hours, sanitation, welfare, etc. Frequent class discussions will be based upon required readings in current literature and periodicals.

Four periods per week for the third quarter.

Class 1920-1921—Seniors

Senior I

Bass, Anne Lyall
Burruss, Earline Meredith
Carmine, Gladys Virginia
Daniel, Margaret J.
Dillard, Virginia
Freeman, Lillian
Hogg, Cornelia
Keffer, Elsie V.
LaCrosse, Claire
Merson, Sadie
Motley, Adelina W.
Riggins, Dorothy
Stearns, Elizabeth
White, Inez D.
Wornam, Mary
Wynne, Eunice

Senior II

Cogbill, Virginia
Courtney, Effie
Downing, Elizabeth
Ellis, Thelma
Gilliam, Eunice Harte
Jenkins, Blanche
Masseletti, Lillie
McCalley, Mattie E.
Moody, Sallie
Powers, Gladys Elizabeth
Sibley, Lucy
Thomas, Helen R.
Wright, Churchill

Senior III

Coe, Madeline Downing
Farinholt, Virginia C.
Finney, Earlyne
Freeman, Josephine
Johnson, Fanny Thelma
Mills, Helen Esther
Orrock, Mollie
Rice, Annie Russel
Taylor, Annie C.
Vaughan, Cora
Ware, Juliet R.
Wartman, Nancy C.

Senior IV

Belote, Llewellyn
Bivens, Sarah C.
Boxley, Marion J.
Briel, Edna
Bundick, Virginia
Carter, Winnie Davis
Clewell, Margaret G.
Coates, Ruby
Cook, Mary
Hansford, Lucile
Haynie, Virginia
Hughes, Mattie Maie
Lankford, Hilda
Liles, Lillian
Morrison, Elizabeth Anna
Parramore, Ellen P.
Semple, Emily
Seward, Dorothy
Sinclair, Keith

Register of Students for 1920-1921

STUDENT	POST OFFICE	COUNTY
Atkinson, Mabel.....	Michaux.....	Powhatan
Atkinson, Mary Wene...	Montgomery, Alabama	
Baker, Myrtle.....	Fredericksburg.....	Spotsylvania
Barrack, Emma.....	Molusk.....	Lancaster
Barnes, Frances Elise...	Nakomis.....	Northumberland
Barnum, Mildred.....	Fredericksburg.....	Spotsylvania
Bass, Anne Lyell.....	Litwalton.....	Lancaster
Beane, Rebecca.....	Reedville.....	Northumberland
Beasley, Page.....	Guinea.....	Caroline
Belote, Llewellyn.....	Onley.....	Accomac
Berry, Nancy M.....	Weedonville.....	King George
Berry, Olive A.....	Fredericksburg.....	Spotsylvania
Bevan, Lillian Pratt...	Weedonsville.....	King George
Biscoe, Myrtle.....	Fredericksburg.....	Spotsylvania
Bivens, Sarah C.....	Wingate, North Carolina	
Bland, Louise.....	Cologne.....	King and Queen
Bland, Marjorie.....	Plain View.....	King and Queen
Blanton, Louise.....	McDuff.....	Caroline
Blaydes, Ruby Lee.....	Guinea.....	Caroline
Blick, Elsie.....	Drewryville.....	Southampton
Bobbitt, Indy F.....	Palmer Springs.....	Mecklenburg
Bobbitt, Mary C.....	Palmer Springs.....	Mecklenburg
Booker, Allene.....	Farnham.....	Richmond
Bott, Margaret.....	Painter.....	Accomac
Boxley, Gladys.....	Frederick Hall.....	Louisa
Boxley, Marion.....	Frederick Hall.....	Louisa
Brenneman, Annie L....	Richmond.....	Henrico
Briel, Edna.....	Richmond.....	Henrico
Briggs, Rebecca.....	Roseville.....	Stafford
Broache, Christine....	St. Stephen's Church...	King and Queen
Broadus, Effie.....	Newton.....	King and Queen
Broadus, Eleanor.....	Newton.....	King and Queen
Broadus, Lucile.....	Smoots.....	Caroline
Brockenbrough, Maxw'l.	Emmerton.....	Richmond
Brockley, Florence A...	Hampton.....	Elizabeth City
Bundick Virginia.....	Modest Town.....	Accomac
Burruss, Earlyne.....	Chilesburg.....	Caroline
Cain, Florence.....	Fredericksburg.....	Spotsylvania
Campbell, Mabel.....	Denbigh.....	Warwick
Carmine, Gladys.....	Poquoson.....	York
Carpenter, Dorothy....	Del Ray.....	Arlington
Carter, Winnie.....	Lent.....	Caroline
Chandler, Dorothy.....	Bowling Green.....	Caroline
Chiles, Dorothy.....	Fredericksburg.....	Spotsylvania
Chiles, Mary.....	Fredericksburg.....	Spotsylvania
Chinn, Esther D.....	Fredericksburg.....	Spotsylvania
Christian, Martha.....	Tunstall.....	New Kent
Clewell, Margaret.....	Richmond.....	Henrico
Clift, Elizabeth.....	Fredericksburg.....	Spotsylvania
Coates, Molly.....	Oak Grove.....	Westmoreland

STUDENT	POST OFFICE	COUNTY
Coates, Rubye.....	Oak Grove.....	Westmoreland
Coe, Madeline.....	Fairfax.....	Fairfax
Cogbill, Virginia.....	Chester.....	Chesterfield
Coleman, Thelma.....	Stevensville.....	King and Queen
Cook, Mary.....	Smoots.....	Caroline
Corbin, Reba.....	Fredericksburg.....	Spotsylvania
Cosby, Esther.....	Manakin.....	Goochland
Cosby, Pauline.....	Powhatan.....	Powhatan
Courtney, Effie.....	Ina.....	King and Queen
Crump, Earle.....	Moseley's Junction.....	Chesterfield
Cutler, Blanche.....	Paw Paw, Michigan	
Daniel, Margaret.....	Dunnsville.....	Essex
Davis, Garnette.....	Richmond.....	Henrico
Davis, Lucille.....	Standardsville.....	Greene
Davis, Marie.....	Richmond.....	Henrico
Dew, Ellen Byrd.....	Woodford.....	Caroline
Dickerson, Dorothy.....	Partlows.....	Spotsylvania
Dickinson, Ethel.....	McHenry.....	Spotsylvania
Dillard, Virginia.....	Fredericksburg.....	Spotsylvania
Dodson, Esther.....	Burkeville.....	Nottaway
Doswell, Helen.....	Ashland.....	Hanover
Downing, Elizabeth.....	Lottsburg.....	Northumberland
Dudley, Margaret.....	Churchville.....	Augusta
Duff, Maude.....	Ruckersville.....	Greene
Eaton, Virginia.....	Fairfax.....	Fairfax
Edwards, Eleanor.....	Nomini Grove.....	Westmoreland
Edwards, Eva.....	Newport News.....	Warwick
Ellis, Elizabeth.....	Trevilians.....	Louisa
Ellis, Thelma.....	Lloyds.....	Essex
English, Lena.....	Acorn.....	Westmoreland
Epes, Susie.....	Blackstone.....	Nottaway
Evans, Esther S.....	Mascot.....	King and Queen
Everette, Ethel.....	Sharps.....	Richmond
Farinholt, Virginia.....	Richmond.....	Henrico
Faulconer, Betty.....	Tappahannock.....	Essex
Ferris, Ruth.....	Holdercroft.....	Charles City
Finney, Earlyne.....	Logan.....	Spotsylvania
Finney, Gladys.....	Logan.....	Spotsylvania
Fisher, Frances.....	Midlothian.....	Chesterfield
Fisher, Harriet.....	Quinton.....	New Kent
Fisher, Sue.....	Franktown.....	Northampton
Fitzhugh, Elizabeth.....	Ninde's Store.....	King George
Fletcher, Pearl.....	Catlett.....	Fauquier
Flippin, Leam B.....	Hopewell.....	Prince George
Freeman, Audrey.....	Fredericksburg.....	Spotsylvania
Freeman, Josephine.....	West Point.....	King William
Freeman, Lillian.....	Jeffs.....	York
Freeman, Lucy Mae.....	Penola.....	Caroline
French, Edna.....	Roseville.....	Stafford
Garnett, Evelyn.....	Fredericksburg.....	Spotsylvania
Garrett, Genieve.....	Frederick Hall.....	Louisa
Gill, Louise.....	Bowling Green.....	Caroline
Gill, Margaret.....	Fredericksburg.....	Spotsylvania

STUDENT	POST OFFICE	COUNTY
Gilliam, Eunice H.	Yale	Sussex
Gilliam, Fannie	Sheppards	Buckingham
Glascock, Meta	Alexandria	Arlington
Godman, Alice	Coles Point	Westmoreland
Goodman, Eliza	Beaver Dam	Spotsylvania
Gordon, Carrie	Union Level	Mecklenburg
Gordon, Nannie	Union Level	Mecklenburg
Griffith, Emma	Emmerton	Richmond
Griffith, Mary Fairfax	Emmerton	Richmond
Groves, Bessie	Oak Grove	Westmoreland
Guinn, Dorothy	Goshen	Rockbridge
Guy, Ruth	Cape Charles	Northampton
Hall, Elma	Berea	Stafford
Hannah, Mason	Lawrenceville	Brunswick
Hansford, Lucille	Spotsylvania	Spotsylvania
Harper, Esther	Dunnsville	Essex
Harrison, Page	Edlow	Prince George
Hartley, Mayme	Buckner	Louisa
Hartley, Ruth	Buckner	Louisa
Haynie, Anne	Reedville	Northumberland
Haynie, Virginia	Fredericksburg	Spotsylvania
Hearn, Lucy	Port Conway	Caroline
Hearn, Nellie	Port Conway	Caroline
Henshaw, Mary	Lent	Caroline
Herring, Louise	Widewater	Stafford
Herring, Marion	Widewater	Stafford
Hicks, Mary	Port Royal	Caroline
Hillsman, Elizabeth	Jetersville	Amelia
Hillsman, Lucy	Rice	Amelia
Hodnette, Elise	Sutherlin	Halifax
Hogg, Cornelia	West Point	King William
Hooper, Kathryn	Maryton	Caroline
Hollins, Annie	Frederick Hall	Louisa
Hollins, Myrtle	Hopeful	Louisa
Hollins, Nellie	Frederick Hall	Louisa
Holladay, Margaret	Rapidan	Culpeper
Howell, Virginia	Bohannon	Mathews
Hudson, Rose	Lahore	Orange
Hughes, Madeline	Unionville	Orange
Hughes, Mattie Mae	Fountain Inn, South Carolina	
Hutchinson, Anne	Hanover	King William
Jenkins, Blanche	Nuttsville	Lancaster
Jenkins, Gussie	Nethers	Madison
Jones, Anne	Buckner	Louisa
Jones, Bertha	Buckner	Louisa
Jones, Dessie	St. Martins, Maryland	
Jones, Irma	Buckner	Louisa
Jones, Mabel M.	Brock Road	Spotsylvania
Johnson, Fannie	Vienna	Fairfax
Johnson, Iva Byrd	Woodford	Caroline
Johnson, Lena	Woodford	Caroline
Johnson, Martha Anne	Beaver Dam	Hanover
Johnson, Ruth	Fredericksburg	Spotsylvania
Jordan, Elma	Tabscott	Goochland

STUDENT	POST OFFICE	COUNTY
Jordan, Margaret.....	Moss Neck.....	Caroline
Keffer, Elsie.....	Newport News.....	Warwick
King, LaVelle.....	Suffolk.....	Nansemond
LaCrosse, Clara.....	Hampton.....	Elizabeth City
Lankford, Hilda.....	Morattico.....	Lancaster
Lencke, Margaret.....	Brooke.....	Stafford
Lewis, Frances.....	Village.....	Northumberland
Lewis, Leah.....	Village.....	Northumberland
Lewis, Mae.....	Reedville.....	Northumberland
Lightner, Mary.....	Falmouth.....	Stafford
Liles, Lillian.....	Wingate, North Carolina	
Long, Bessie.....	Charlottesville.....	Albemarle
Longworth, Irma.....	Kilmarnock.....	Lancaster
Luck, Ella.....	Bumpass.....	Spotsylvania
Massey, Lucille.....	Post Oak.....	Spotsylvania
Massey, Mary.....	Post Oak.....	Spotsylvania
Massey, Van.....	Mine Run.....	Orange
Massoletti, Lillie.....	Catlett.....	Fauquier
Mayeur, Diana.....	Richmond.....	Henrico
May, Gladys.....	Richmond.....	Henrico
McCalley, Mattie E.....	Fredericksburg.....	Spotsylvania
McGeorge, Virginia.....	Globe.....	King William
McKenney, Roberta.....	Thornburg.....	Spotsylvania
McKenney, Dwight.....	Village.....	Northumberland
McKenney, Lucy.....	Montross.....	Westmoreland
Megill, Mary.....	Reedville.....	Northumberland
Merson, Sadie.....	Norfolk.....	Norfolk
Milam, Bea.....	Sutherlin.....	Pittsylvania
Milam, Nannie.....	Sutherlin.....	Pittsylvania
Miller, Bettie T.....	Free Union.....	Albemarle
Mills, Helen E.....	Marye.....	Spotsylvania
Moody, Sallie.....	Dillon, South Carolina	
Moore, Elizabeth.....	Newport News.....	Warwick
Moren, Maude.....	Beulahville.....	King William
Morecock, Bernice.....	Buckroe Beach.....	Elizabeth City
Morrison, Elizabeth.....	Fredericksburg.....	Spotsylvania
Mothershead, Evelyn.....	Return.....	Caroline
Mothershead, Louise.....	Return.....	Caroline
Morgan, Anna.....	Warsaw.....	Richmond
Moss, Ella Merle.....	Hopeful.....	Louisa
Motley, Adelina.....	Sharps.....	Richmond
Motley, Lillian.....	Beazley.....	Essex
Murray, Ann.....	Hampton.....	Elizabeth City
Myers, Winifred.....	Fredericksburg.....	Spotsylvania
Northam, Anna.....	Mappsville.....	Accomac
Oliver, Belle.....	Suffolk.....	Nansemond
Omohundro, Thelma.....	Farmer's Fork.....	Richmond
Orrock, Mollie.....	Fredericksburg.....	Spotsylvania

STUDENT	POST OFFICE	COUNTY
Parramore, Ellen.....	Cape Charles.....	Northampton
Pepmeir, Anita.....	Corbin.....	Caroline.
Pierce, Alice Clark.....	Nuttsville.....	Lancaster
Pierce, Flémentine.....	Nuttsville.....	Lancaster
Pierce, Janet.....	Fredericksburg.....	Spotsylvania
Pomeroy, Florence.....	Oak Grove.....	Westmoreland
Powell, Helen.....	Sutherlin.....	Halifax
Powers, Gladys.....	Williamsburg.....	York
Powers, Kathleen.....	Williamsburg.....	York
Read, Lorna.....	Catlett.....	Fauquier
Reynolds, Katherine.....	Bumpass.....	Louisa
Rice, Russell.....	Ozeana.....	Essex
Richards, Lula.....	Tunstall.....	New Kent
Riggin, Dorothy.....	Poquoson.....	York
Robertson, Virginia.....	Blackstone.....	Nottoway
Rowzie, Fannie B.....	Alexandria.....	Arlington
Ruff, John.....	Murat.....	Rockbridge
Saville, Josephine.....	Murat.....	Rockbridge
Schroeder, Mary.....	Clayville.....	Powhatan
Schwetz, Belle.....	Portsmouth.....	Norfolk
Semple, Emily.....	Hampton.....	Elizabeth City
Seward, Dorothy.....	Hilton Village.....	Warwick
Sheffield, Susan.....	Ridgeway.....	Henry
Sibley, Lucy.....	Mathews.....	Mathews
Sibley, Mary.....	Mathews.....	Mathews
Simpson, Dorothy.....	Monroe, North Carolina	
Sinclair, Keith.....	Hampton.....	Elizabeth City
Sisson, Hazel.....	Templeman's Cross Roads	Westmoreland
Smithers, Frances.....	Leeland.....	Stafford
Spindle, Peachy.....	Hustle.....	Essex
Stearns, Elizabeth.....	Fredericksburg.....	Spotsylvania
Strobel, Constance.....	Millington, Tennessee	
Stuart, Olive.....	Hampton.....	Elizabeth City
Stuart, Dorothy.....	Roseville.....	Stafford
Stubbs, Linwood.....	Gloucester C. H.....	Gloucester
Taylor, Ann.....	Pungoteague.....	Accomac
Thomas, Helen.....	Bohannon.....	Mathews
Thomas, Edna.....	Guinea.....	Caroline
Thompson, Mabel.....	Ashland.....	Hanover
Todd, Mary.....	Hampton.....	Elizabeth City
Topping, Zola M.....	Odd.....	York
Trice, Reva L.....	Walkerton.....	King and Queen
Ulman, Rose Lewis.....	Fredericksburg.....	Spotsylvania
Vaughan, Cora.....	Mica.....	Caroline.
Vaughan, Emma.....	Woodford.....	Caroline
Via, Gladys.....	Free Union.....	Albemarle
Walters, Willie.....	Sutherlin.....	Pittsylvania
Walker, Evelyn.....	Norfolk.....	Norfolk
Ware, Juliet.....	Dunnsville.....	Essex
Waring, Myrtle.....	Dunnsville.....	Essex

STUDENT	POST OFFICE	COUNTY
Wartman, Nancy C.....	South Hill.....	Mecklenburg
Warner, Esther.....	Warsaw.....	Richmond
Washington, Katharine.....	Woodford.....	Caroline
Weaver, Ida.....	Kenbridge.....	Lunenburg
Webb, Margaret.....	Fredericksburg.....	Spotsylvania
Weisiger, Nancy P.....	Moseleys.....	Powhatan
Wheeler, Marye.....	Falmouth.....	Stafford
Wheeler, Madeline.....	Falmouth.....	Stafford
Wheeler, Myrtle.....	Falmouth.....	Stafford
White, Charlotte.....	Callao.....	Northumberland
White, Inez D.....	Fredericksburg.....	Spotsylvania
White, Vivian.....	Winston.....	Culpeper
Whitmire, Ada.....	Hendersonville, North Carolina	
Whittaker, Florence.....	Downings.....	Richmond
Whittaker, Ida.....	Downings.....	Richmond
Wigglesworth, Nannie.....	Marye.....	Spotsylvania
Williams, Mattie.....	Granville.....	Essex
Williams, Vernie.....	Meter.....	Westmoreland
Winfree, Jessie.....	Moseleys.....	Powhatan
Wood, Alma.....	Oyster Point.....	Warwick
Wornam, Mary.....	Poquoson.....	York
Wright, Churchill.....	Saint Just.....	Orange
Wright, Edna.....	Saint Just.....	Orange
Wynne, Eunice.....	Drewryville.....	Southampton
Young, Ethel.....	Thornburg.....	Spotsylvania
Yowell, Grace.....	Peola Mills.....	Rappahannock
Yowell, Susie.....	Peola Mills.....	Rappahannock

Former Graduates

1913

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Bartenstein, Katherine	Teaching	Box 82, Clifton Station, Va.
Billingsley, Elizabeth L.	Mrs. Rhoads Lewis	Lignum, Va.
Broadbuss, Lottie L.	Teaching	R.F.D. No. 3, Williamsburg, Va.
Chesley, Mary E.	Mrs. Frances Rowe	Fredericksburg, Va.
Chilton, Alice	Mrs. Vivian Chowning	Lancaster, Va.
Coleman, Elsie	Teaching	Chase City, Va.
Daniel, Helen L.	Teaching	2804 27th st. N.W. Wash'n, D. C.
Deidrich, Anna E.	Mrs. Jackson	Waverly, Va.
Kennedy, Fannie	Teaching	Mineral, Va.
Kennedy, Lucy	Teaching	Mineral, Va.
Lord, Ruth Helen	Mrs. R. W. Boneslough	Rt. 3, Aurora, Il.
Lyne, Buford K.	Mrs. Julia Herndon	Fort Worth, Texas
Marye, Nettie C.	Teaching	Newport News, Va.
Nicholas, Annie F.	Teaching	Scottsville, Va.
Nicholas, Margaret M.	Teaching	Scottsville, Va.
Norris, Sallie W.	Teaching	Fredericksburg, Va.
Perry, Ellen P.	Teaching	Richmond, Va.
Raiford, Julia A.	Mrs. W. S. Urquhart	Sedley, Va.
Scrimger, Bertha	Teaching	Cleveland, Ohio.
Taylor, Ethel	Teaching	Newport News, Va.
Willis, Virginia Isabel	Mrs. Hansford Rowe	Fredericksburg, Va.
Wilson, Gay Vaughan	Mrs. Edward S. Currie	China
Wortham, Mary I.	Teaching	Chase City, Va.

1914

Ashley, Beatrice L.	Mrs. R. H. Walker	Madison, Va.
Deierhoi, Mary C.	Teaching	Highland Springs, Va.
Finney, Alice L.	Teaching	Franktown, Va.
Garth, Jane L.	Teaching	Roanoke, Va.
Graves, Jean F.	Married	Lynchburg, Va.
Graves, Julia	Married	
Hill, Flora M.	Teaching	Atlee, Va.
Lankford, Emma	Mrs. Julian Scott	Franktown, Va.
Mastin, Graham	Clerical Position	South Richmond, Va.
Nash, Ethel H.	Teaching	Fredericksburg, Va.
Perrin, Leila M.	Mrs. C. W. Sale (deceased)	
Post, Ruth Anita	Teaching	Cape Charles, Va.
Scott, Annie L.	Mrs. Robert Jones	Cape Charles, Va.
Von Hofsten, Clara L.	Teaching	Chesterfield, Va.
Walker, Susan D.	Teaching	Lynchburg, Va.

1915

Brooking, Jane S.	Teaching	
Barber, Murial D.	Teaching	Pittsburgh, Pa.
Bolen, Virginia	Teaching	Washington, D. C.
Birmingham, Alva	Teaching	Powhatan, Va.
Bradford, Joyce E.	Teaching	Keller, Va.
Broadbuss, Effie V.	Teaching	Williamsburg, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Burruss, Nannie P.	Teaching	Greenville, S. C.
Carter, Annie E.	Teaching	Orange, Va.
Carter, Ruth R.	Teaching	Milford, Va.
Chenery, Elizabeth	Mrs. Laurence Riker	Ashland, Va.
Clarkson, Ruth	Mrs. Eugene Reeves	Mt. Solon, Va.
Coleman, Mary T.	Mrs. E. K. Theimer	Camp Eustis, Va.
Craig, Lillian	Teaching	Richmond, Va.
Dannehl, M. Theresa	Teaching	Pontiac, Mich.
Detwiler, Beulah M.	Mrs. Jackson	Herndon, Va.
Gardner, Helen C.	Teaching	Apple Grove, Va.
Gibbs, Edna L.	Teaching	Cape Charles, Va.
Gouldman, Sarah	Teaching	Fredericksburg, Va.
Henley, Louise	Teaching	Richmond, Va.
Harris, Annie M.	Mrs. John R. Trotter	Salisbury, N. C.
Hiter, Fannie	Teaching	Apple Grove, Va.
Hughes, Martha S.	Teaching	Petersburg, Va.
Harrell, Mary F.	Teaching	Mica, Va.
LaCross, Janet M.	Mrs. J. B. Hankin	Hampton, Va.
Lewis, Julia Louise	Student	New York City
Linthicum, Belamar	Teaching	Richmond, Va.
Lynch, Theresa Inez	Training for Nurse	Winchester, Va.
McDonnell, M. E.	Teaching	Spotsylvania Co., Va.
Northrop, Helen M.	Mrs. Chas. Rose	Bronxville, N. Y.
Ninde, Elizabeth R.	Teaching	Richmond, Va.
Parker, Nannie Waller	Business	Richmond, Va.
Pearce, Rachal R.	Deceased	
Riker, Marjorie	Teaching	Petersburg, Va.
Raiford, Alma Lucile	Teaching	Zuni, Va.
Rawlings, Lucile L.	Teaching	Fredericksburg, Va.
Rice, Julia L.	Teaching	Ozeana, Va.
Rice, Charlotte	Mrs. E. C. Pusey	Heathsville, Va.
Russell, Elizabeth	Training for Nurse	New York City
Sayre, Margaret	Teaching	Hampton, Va.
Sacrey, Margaret	Mrs. Ward Freeman	Fredericksburg, Va.
Seay, Rosalie Maude	Teaching	Walkerton, Va.
Tanner, Grace	Teaching	Fredericksburg S. N. S.
Tennis, Norrine	Teaching	Hampton, Va.
Torbett, Nannie D.	Mrs. Alonzo Kelly	Richlands, Va.
Warren, Alice E.	Teaching	Northampton Co., Va.
Wood, Elsie A.	Mrs. Fred M. Rice	Fredericksburg, Va.

1916

Atkinson, Mattie Mae	Teaching	Montgomery, Ala.
Beazley, Grace F.	Teaching	Beaver Dam, Va.
Bruce, Sarah E.	Teaching	Spotsylvania Co., Va.
Cluverius, Ula H.	Teaching	Bristol, Va.
Dowdy, Virginia D.	Home	Cumberland, Va.
Duval, Lucy L.	Teaching	Richmond, Va.
Hammerley, Jessie M.	Teaching	Alexandria, Va.
Harrison, Nancy C.	Teaching	Broadnax, Va.
Haynie, Virginia	Teaching	Roseland, Va.
Hess, Caroline W.	Teaching	James City Co., Va.
Holleman, Marjorie	Mrs. T. E. Dukes	New York City, N. Y.
Hundley, Mae M.	Teaching	Norfolk, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
James, Emily M.....	Teaching	City Point, Va.
Jenkins, Genevieve.....	Mrs. T. N. Prout	Severn, Md.
Lawrence, Charlotte.....	Teaching	Richmond Co., Va.
Leitch, Mary S.....	Teaching	Silver Springs, Md.
Matthews, Lenora L.....	Teaching	Charlie Hope, Va.
Mills, Julia D.....	Mrs. Riedel	Ashland, Va.
Perrin, Miriam.....	Mrs. L. E. Kreel	Sheffield, Ala.
Quinn, Emard.....	Teaching	Henrico Co., Va.
Robertson, Thelma.....	Teaching	Suffolk, Va.
Renfro, Kate M.....	Mrs. E. E. Reynolds	Blythe, Cal.
Rice, Mary B.....	Teaching	Bowling Green, Va.
Scott, Bertha W.....	Teaching	Richmond, Va.
Shields, Josephine.....	Mrs. C. C. Cantrell	Roanoke, Va.
Smith, Elizabeth J.....	Mrs. Willard Hutchinson	Metuchen, N. J.
Taylor, Ina T.....	Mrs. Cecil Powell	Northampton, Va.
Towles, Helen B.....	Teaching	Near Washington, D. C.
Travis, Minnie L.....	Teaching	Caroline Co., Va.
Turner, M. Thelma.....	Mrs. Harry Duval	Richmond, Va.
Ward, Marie Olga.....	Mrs. H. B. Holmes	Wadsworth, N. Y.
Wright, Laura M.....	Mrs. Walter Street	Richmond, Va.

1917

Bailey, Anna C.....	Teaching	Montross, Va.
Ballard, Abbie.....	Stenographic Course	Washington, D. C.
Bargamin, Daisy E.....	Mrs. Linwood Kight	Norfolk, Va.
Berry, Effie G.....	Teaching	Cape Charles, Va.
Biscoe, Mamie L.....	Teaching	Fredericksburg, Va.
Boggs, Lucile H.....	Navy	Washington, D. C.
Bowles, Sadie M.....	Teaching	Glen Allen, Va.
Brewington, Maria.....	Teaching	Irvington, Va.
Broache, Bessie B.....	Mrs. Winnie Parker	Walkerton, Va.
Browne, Mabel P.....	Teaching	Edinburg, Va.
Brown, Mildred L.....	Teaching	Phoebe, Va.
Carter, Elizabeth C.....	Business	Washington, D. C.
Carter, Edna E.....	Teaching	Caroline Co., Va.
Cogh II, Herminie V.....	Teaching	Blackstone, Va.
Connelle, Mary Ball.....	Home	Senora, Va.
Cralle, Roberta W.....	Married	Emmerton, Va.
Dix, Margaret Virginia.....	Teaching	Irvington, Va.
Ellis, Lyda M.....		King and Queen Co., Va.
Ellis, Mildred I.....	Teaching	Lloyds, Va.
Eubank, Nancy B.....	Teaching	Newtown, Va.
Flippen, Leam B. Snow.....	Student	Fredericksburg, S. N. S.
Finnegan, Elizabeth B.....	Teaching	Newport News, Va.
Ford, Ruth I.....	Teaching	Newport News, Va.
Fox, Carrie C.....	Teaching	Ashland, Va.
Goodman, Nannie D.....	Teaching	Greenbackville, Va.
Harwood, Mary Rebecca.....	Co. Supt.	King George Co., Va.
Herndon, Martha F.....	Teaching	Richmond, Va.
Hutcheson, Ilus.....	Mrs. Chas. Stebbins	Ashland, Va.
James, Anne McGregor.....	Mrs. G. A. Vaiden	White Stone, Va.
James, Margaret T.....	Mrs. Savage	Bellehaven, Va.
Kidd, Mary Tyrold.....	Teaching	Newtown, Va.
King, Ruth G.....	Mrs. H. S. Northington	Suffolk, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
McKann, Elsie W.	Teaching	White Stone, Va.
Messick, Rachel	Teaching	White Stone, Va.
Michie, Lillie L.	Mrs. Tom Bedhrandt	Charlottesville, Va.
Millner, Eugenia C.	Teaching	Norfolk, Va.
Moncure, Anne E.	Teaching	Alexandria, Va.
Morton, Edna W.	Teaching	Rockbridge Baths, Va.
Matthews, Viola V.	Teaching	Broadnax, Va.
Nash, Mabel Ada	Teaching	Warsaw, Va.
Oliver, Ruth	Teaching	Norfolk Co., Va.
Payne, Lucy	Mrs. Link	Fredericksburg, Va.
Phippins, Francis	Teaching	Richlands, Va.
Powell, Ada Pearl	Teaching	Hampton, Va.
Richardson, Mary M.	Teaching	Spotsylvania Co., Va.
Roberts, Blanche W.	Mrs. D. R. Bolen	Clarendon, Va.
Roberts, Lillie F.	Teaching	Alexandria, Va.
Rogers, Corrinne L.	Teaching	Ivor, Va.
Saunders, Gertrude P.	Mrs. Davis Storr	Philadelphia, Pa.
Scott, Ina E.	Teaching	Isle of Wight Co., Va.
Shuman, Lois M.	Teaching	Caroline Co., Va.
Smith, Ethel J.	Teaching	Partlows, Va.
Smith, Mary Frances	Teaching	Henrico Co., Va.
Spindle, Josephine C.	Teaching	Alexandria, Va.
Stoneham, Lucy Blanche	Teaching	Lancaster Co., Va.
Vande-grift, Amy E.	Teaching	Norfolk, Va.
White, Gertrude W.	Teaching	Fredericksburg, Va.
White, Margaret I.	Student	Richmond, Va.
Willson, Susie E.	Teaching	Henrico Co., Va.
Woody, Lucile R.	Teaching	Crewe, Va.
Wright, Judith Augusta	Teaching	Jarratt, Va.

1918

Armistead, Ellen Todd	Teaching	Hampton, Va.
Bareford, Alma Myrtis	Mrs. Andrew Brookes	Mard, Va.
Bland, Idalia Tyler	Teaching	Exmore, Va.
Blick, Eleanor Carolyn	Mrs. A. S. Harney	Southampton Co., Va.
Brooks, Ila Lynwood	Teaching	
Burke, Genevieve	Teaching	Mathews, Va.
Burke, Mary Ellen	Teaching	Norfolk, Va.
Carmichael, Lucy	Business	Petersburg, Va.
Carter, Nellie Judson	Home	Bowling Green, Va.
Corr, Katherine	Teaching	Arlington, Va.
Cosby, Louise	Deceased	
Dempsey, Hester	Teaching	East Falls Church, Va.
Diggs, Myrtle	Teaching	King and Queen Co., Va.
Digges, Jean	Teaching	Ballston, Va.
Dudley, Natalie	Home	Churchville, Va.
Foster, Mabel	Teaching	Norfolk, Va.
French, Lula	Teaching	Stafford Co., Va.
Harris, Elizabeth	Teaching	Porto Rico
Harrison, Grace	Teaching	Norfolk, Va.
Haught, Angelina	Married	Loudoun, Va.
Hawkins, Margaret	Red Cross Work	Durham, N. C.
Hodgson, Nellie	Teaching	Alexandria, Co., Va.
James, Leila Marie	Teaching	F. R. D. 1, Fredericksburg, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Kay Lottie Neal.....	Teaching	Caroline Co., Va.
Lankford, Amelia.....	Teaching	Newport News, Va.
Langstun, Aleph.....	Teaching	Alexandria Co., Va.
Lett, Lalie.....	Teaching	Newport News, Va.
McCalley, Jeanette.....	Teaching	Emporia, Va.
McCanna, Leila.....	Teaching	West Point, Va.
Milbourne, Louise.....	Teaching	
Morgan, Fannie May.....	Teaching	Newport News, Va.
Payne, Lucy.....	Mrs. Link	Fredericksburg, Va.
Percifull, Emily.....	Teaching	Newport News, Va.
Powers, Isca.....	Teaching	Montross, Va.
Rains, Helen.....	Teaching	Cherrydale, Va.
Randall, Edmonia Stuart.....	Teaching	Stafford Co., Va.
Richards, Clara.....	Teaching	Hampton, Va.
Saunders, Virginia.....		Richmond, Va.
Sears, Lucy.....	Teaching	Norfolk, Va.
Straughan, Garland.....	Teaching	Hampton, Va.
Sydnor, Nora Lee.....	Teaching	Warsaw, Va.
Tanner, Grace Kinnier.....	Teaching	Fredericksburg S. N. S.
Taylor, Vesta.....	Teaching	Newport News, Va.
Waller, Lou Ella.....	Teaching	Arlington, Va.
White, Mary Bowie.....	Home	Whites, Va.

1919

Beazley, Ruby Lee.....	Teaching	Norfolk Co., Va.
Billingsley, Adelaide P.....	Teaching	Belmont, Va.
Brooking, Ruby Maxine.....	Teaching	Newtown, Va.
Campbell, Martha Louise.....	Teaching	Hilton, Va.
Carleton, Elizabeth Browning.....	Teaching	Herford, N. C.
Chiles, Avie Belle.....	Teaching	Doswell, Va.
Clarke, Elizabeth Seymour.....	Teaching	Newport News, Va.
Cockerrille, Georgia Austin.....	Teaching	Arlington Co., Va.
Conway, Lucy Gouldin.....	Teaching	Washington, N. C.
Daougherty, Doris Langley.....	Teaching	Hampton, Va.
DeLano, Charlotte Montague.....	Teaching	Reedville, Va.
Dew, Helen Dunbar.....	Teaching	Catlett, Va.
Diggs, Francis Ethel.....	Teaching	Mathews Co., Va.
Dobyns, Willie Rebecca.....	Teaching	Deep Creek, Va.
Downing, Sue Edmonds.....	Teaching	Arlington, Va.
Evans, Janie Bagby.....	Teaching	Corinth, Va.
Ferguson, Belle Wooding.....	Teaching	Glen Allen, Va.
Frazer, Irvarene Jordan.....	Teaching	Massaponax, Va.
Frazer, Mattie Anderson.....	Mrs. Robert Hines	Sanford, Fla.
Frazer, Thelma Harris.....	Teaching	Washington, N. C.
Green, Leila Mae.....	Teaching	Ashland, Va.
Hess, Margaret.....	Teaching	Colliertown, Va.
Hootman, Hallie Hazel.....	Teaching	Doswell, Va.
Host, Virginia.....	Teaching	Newport News, Va.
Hutcheson, Meta Neblett.....	Teaching	Crittenden, Va.
Jacobs, Charlotte Elizabeth.....	Teaching	Hot Springs, Va.
Kay, Ethel Gordon.....	Teaching	Alps, Va.
King, Emma Mae.....	Teaching	Nansemond, Va.
Kirsner, Hattie.....	Teaching	Phoebe, Va.
Latham, Ella Mae.....	Teaching	Newport News, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
MacKann, Bessie Hurst.....	Teaching	Wicomico, Va
Mason, Grace Crozer.....	Teaching	Sycamore, S. C.
Moore, Vivian Lee.....	Teaching	Newport News, Va.
Nicolls, Mabel Reamer.....	At Home	Pungoteague, Va.
Ogburn, Bessie Drue.....	Teaching	Holland, Va.
Omohundro, Mary Gladys.....	Teaching	Montross, Va.
Pearson, Celia Lyon.....	Teaching	Norfolk, Va.
Peirce, Janet Colquhoun.....	Teaching	Nuttsville, Va.
Pierce, Frances Lester.....	Teaching	Barcroft, Va.
Poindexter, Lucy Vaughan.....	Teaching	Hickory, N. C.
Rice, Seltine Constance.....	Teaching	Heathsville, Va.
Roche, Elizabeth Sutton.....	Teaching	Newport News, Va.
Scrimger, Pearl.....	Teaching	Toledo, Ohio
Thomasson, Mary Elizabeth.....	Teaching	Lawrenceville, Va.
Towles, Annie Alberta.....	Teaching	Lancaster, Va.
Trevett, Emilie Robinson.....	Teaching	Glenallen, Va.
Underhill, Sarah Amanda.....	Teaching	Norfolk, Va.
Warren, Iola Caroline.....	Teaching	Franklin, Va.
Warren, Maude Lynne.....	Teaching	Washington, N. C.
Wilkins, Lucy Virginia.....	Teaching	Arlington Co., Va.
Wood, Grace Margaret.....	Teaching	Arlington Cc., Va.
Yates, Carolena Elizabeth.....	Teaching	Alexandria, Va
Young, Jessie Ophelia.....	Teaching	Arlington Co., Va.

1920

Atkinson, Estelle.....	Teaching	Smithfield, Va.
Bass, Josephine.....	At Home	Branchville, S. C.
Beane, Mildred.....	Teaching	Hampton, Va.
Bland, Anne.....	Teaching	Newport News, Va.
Bouldin, Jessie.....	Teaching	Portsmouth, Va.
Brizendine, Grace.....	Teaching	Ruther Glenn, Va.
Broadbuss, Elsie.....	Teaching	Lancaster, Va.
Bryan, Tucker.....	Teaching	Boutetourt, Va.
Chandler, Mildred.....	Teaching	Fredericksburg, Va.
Chapman, Ada.....	Teaching	Newport News, Va.
Chapman, Fannie.....	Teaching	Fredericksburg, Va.
Chewning, Helen.....	Teaching	Ballston, Va.
Comstock, Mabel.....	Teaching	Hopewell, Va.
Crismond, Ruth.....	Teaching	Norfolk, Va.
Dalton, Carolyn.....	Teaching	Fredericksburg, Va.
Daughtery, Doris.....	Teaching	Hampton, Va.
Doughtry, Ethel.....	Teaching	S. Richmond, Va.
Duncan, Julia.....	Teaching	Newport News, Va.
Durrette, Dorothy.....	Teaching	R.F.D. Fredericksburg, Va.
Eckenrode, Frances.....	At Home	Fredericksburg, Va.
Fergusson, Lillie.....	Teaching	Newport News, Va.
Fraser, Kathryn.....	Teaching	Spotsylvania, Va.
Glenn, Mabel.....	Teaching	Norfolk, Va.
Harmon, Eunice.....	Teaching	Newport News, Va.
Harwood, Louise.....	Teaching	Syringa, Va.
Haynie, Eleanora.....	Teaching	Kilmarnock, Va.
Holman, Maria.....	Student	W. & M. College, Williamsburg, Va.
Holman, Mary.....	Student	W. & M. College, Williamsburg, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Jeffries, Margaret.....	Teaching.....	Ruther Glenn, Va.
Jenkins, Margaret.....	Teaching.....	Montross, Va.
Jones, Ruth.....	Teaching.....	Arlington Co., Va.
Lawson, Marian.....	Teaching.....	Cherrydale, Va.
Leary, Harriett.....	Teaching.....	Sparta, Va.
Lifsey, Laura.....	Teaching.....	Hopewell, Va.
Lokey, Nettie.....	Teaching.....	Fredericksburg, Va.
Luck, Louise.....	Teaching.....	Staunton, Va.
McRae, Elizabeth.....	Teaching.....	Beaver Dam, Va.
Morgan, Gertrude.....	Teaching.....	Cherrydale, Va.
Nicolls, Annie.....	Mrs. Carol Waterfield.....	Pungoteague, Va.
Pitts, Eugenia.....	Teaching.....	Jalong, N. C.
Poindexter, Rosalie.....	Teaching.....	Frederick Hall, Va.
Preisey, Harriett.....	Teaching.....	Hampton, Va.
Renforth, Bethany.....	Teaching.....	Williamsburg, Va.
Robertson, Helen.....	Teaching.....	Staunton, Va.
Rowe, Katherine.....	Teaching.....	Chincoteague, Va.
Saunders, Marie.....	At Home.....	Suffolk, Va.
Swift, Marian.....	Teaching.....	Yale, Va.
Taylor, Eunice.....	Teaching.....	Newport News, Va.
Tompkins, Fannie.....	Teaching.....	Fredericksburg, Va.
Vincel, Helen.....	Teaching.....	Ashburn, Va.
White, Edith.....	Teaching.....	Union Level, Va.
Winston, Mellie.....	Teaching.....	Callao, Va.
Young, Esther.....	Teaching.....	Frederick Hall, Va.

NOTE—Our graduates are requested to notify us of errors in above lists, that they may be corrected in the next catalogue.

Application for Admission

STATE NORMAL SCHOOL FOR WOMEN

FREDERICKSBURG, VA.

1. The applicant for admission will please fill out this blank in her own handwriting, and forward it to the President of the School as early as practicable.

2. Prompt attention to this is urged in order to have a room in one of the dormitories reserved.

3. It is advisable that all applicants write the President of the School, stating fully the schools they have attended and the work they have completed.

4. Mail this blank to A. B. CHANDLER, JR., *President*,
Fredericksburg, Va.

Date_____192__

1. Name_____ 2. Age_____

3. Postoffice _____

4. County _____

5. Name of parent or guardian_____

6. Name and address of Principal_____

7. (a) What school did you last attend?_____

(b) Are you a graduate?_____ (c) If not, number high school
units completed_____

8. Do you hold a teacher's certificate?_____ 9. Grade_____

10. Have you taught?_____ 11. How long?_____

12. Is your health good?_____

13. Do you wish a room reserved for you in the dormitory?_____

14. Do you wish a State appointment entitling you to free tuition?_____

15. If so, is it your intention to teach for two years in the public schools of
Virginia? _____

Free tuition is given those who have taught or expect to teach in
the Public Schools of Virginia.

16. Check the course you now think you would like to take:

- (a) I. Primary Grades.
- (b) II. Grammar Grades.
- (c) III. High School Grades.
- (d) IV. Home Economics.
- (e) V. Commercial Teacher Training.

Name in full _____

If you wish a State Scholarship, have the Superintendent of Schools of
your division sign the following:

I hereby recommend _____
for appointment as a State Scholarship student.

(Signed) _____

Superintendent of Schools.

